

AHEC Team Report Form

Regional AHEC: Northern WVRHEC

Dates of AHEC rotation: 3/4/09 to 3/25/09

Students/Residents Participating:

Name	Discipline	School/Residency Program
Tim Barr	Resident	OVMC Residency Program
Michael Batalo	Med	WVU
Eric DiVenanzo	PharmD	WVU
Tiffany Glasel	Med	OVMC
Rachel Gordon	Med	WVU
Dan Heatherly	Med	WVSOM
Patrick Huffman	PharmD	WVU
Andrew Schmitt	Med	WVU
Maria Setlak	Med	WVSOM
Thomas Waltz	Resident	OVMC Residency Program

Preceptor(s) in charge of AHEC team:

Rick Greco, DO

Continuing education of faculty development events (*please include number of people attending, broken down by faculty, students/residents, and community members*):

N/A

AHEC Team Member education:

Team held weekly meetings at Wheeling Health Right. At the first meeting, Lew Holloway, John Walters, Tim Barr, OVMC resident (the second resident, Thomas Waltz did not attend the first meeting) discussed the work completed by previous IDTs and focused on the Jan/Feb '09 Prescription Drug Abuse among Middle School Student. After reviewing the body of work completed by the Jan/Feb '09 IDT and hearing of the continued need to make the information available, the March IDT decided to build on the Jan/Feb project. The entire team decided to develop a poster that would be printed and made available to schools in Region 1 to augment the PowerPoint and game quiz already developed by the Jan/Feb IDT. WV also leads the country in prescription drug abuse.

The IDT's goals were to; 1.) Educate middle school-aged students about the consequences of prescription drug abuse, 2.) Provide middle school-age students with resources as a means of empowerment to help themselves and their friends, 3.) Educate parents about the epidemic of prescription drug abuse among WV teenagers, 4.) Provide parents with resources to identify, communicate, and resolve prescription drug abuse among their children, 5.) Establish middle schools as ground zero for change.

Activities developed to achieve the goals included utilizing the body of work developed by the Jan/Feb '09 IDT. Five hundred (500) copies of "Teens and Prescription Drug Abuse" pamphlets were published for the March IDT. Arrangements were made by Cameron Elementary and Follensbee Middle to send the pamphlets home with other school materials. In addition the interactive program developed by the Jan/Feb IDT was reviewed and slightly edited and included the PowerPoint presentation titled "Abusing Prescription Drugs...A RX for disaster." In addition, the March IDT researched appropriate prescription drug abuse data to incorporate into the design of a 2'x3' poster (see attached). With the help of NWVRHEC staff, Cameron Elementary and Follensbee Middle were contacted and dates confirmed to

speak to 5th and 6th grade classes. Three members of the IDT and a resident presented to two groups of 6th graders and two groups of 5th graders @ Cameron Elementary (total of 100 5th and 6th graders). Four members of the IDT and one resident presented to five groups of 6th graders at Follensbee Middle (total of 125 6th graders). Fifth and Sixth graders were given pre-test questions covering facts and statistics about the abuse of prescription drugs. Questions were then answered in a discussion type setting and points were awarded to teams for correct answers. Members of the winning team were awarded a Frisbee while all students received key chains depicting the web site theantidrug.com which is an excellent resource for parents and students.

Counties assessed by students/residents:

Marshall County

**Healthy People Objective(s) addressed:
Substance Abuse**

Assignments given students/residents:

Beginning with the first meet the IDT assigned tasks to individual students. These included:

1. Review the previously developed interactive PowerPoint presentation (case study, discussion, and Q & A – in game format).
2. Conduct research about prescription drug abuse leading to the design of a 2'x3' educational poster. Arrange to have poster printed and distributed.
3. Working with NWVRHEC Region 1 staff, Cameron Elementary and Follensbee Middle school were contacted about possible dates and times for presentation.
4. Working with NWVRHEC Region 1 staff, procure prizes for game.

Pew Competencies selected by students/residents: *(number in parentheses is number of students who selected that competency):*

1. Embrace a personal ethic of social responsibility and service. (3)**
 2. Exhibit ethical behavior in all professional activities. (2)**
 3. Provide evidence-based, clinically competent care. (1)**
 4. Incorporate the multiple determinants of health in clinical care. (1)**
 5. Apply knowledge of the new sciences. ()**
 6. Demonstrate critical thinking, reflection, and problem-solving skills. (1)**
 7. Understand the role of primary care. ()**
 8. Rigorously practice preventive health care. (2)**
 9. Integrate population-based care and services into practice. (2)**
 10. Improve access to health care for those with unmet health needs. ()**
 11. Practice relationship-centered care with individuals and families. (2)**
 12. Provide culturally sensitive care to a diverse society. (2)**
 13. Partner with communities in health care decisions. (3)**
 14. Use communication and information technology effectively and appropriately. (2)**
 15. Work in interdisciplinary teams. (6)**
 16. Ensure care that balances individual, professional, system and societal needs. (2)**
 17. Practice leadership. (5)**
 18. Take responsibility for quality of care and health outcomes at all levels. (1)**
 19. Contribute to continuous improvement of the health care system. (4)**
 20. Advocate for public policy that promotes and protects the health of the public. (1)**
 21. Continue to learn and help others learn. (7)**
- **Number of students selecting competency.

Interventions implemented by students/residents *(include brief description of intervention, including number of community members impacted):*

Described under **AHEC Team Member education** above.

Sample of data collected:

N/A

Summary of community interventions:

1. *Cameron Elementary School* - Three members of the IDT and a resident presented to two groups of 6th graders and two groups of 5th graders (total of 100 5th and 6th graders).
2. *Follensbee Middle School* - Four members of the IDT and one resident presented to five groups of 6th graders at Follensbee Middle (total of 125 6th graders).
3. *Cameron & Follensbee* - Fifth and Sixth graders were given pre-test questions covering facts and statistics about the abuse of prescription drugs.
4. *Cameron & Follensbee* - Questions were then answered in a discussion type setting and points were awarded to teams for correct answers.
5. *Cameron & Follensbee* - Members of the winning team were awarded a Frisbee while all students received key chains depicting the web site theantidrug.com which is an excellent resource for parents and students.
6. *Cameron & Follensbee* – Copy of poster was discussed and left with each school to be displayed in prominent location.

Findings of the AHEC Team:

- Intervention was effective.
- Having PharmD as members of the IDT reinforced the effectiveness of the project.
- IDT members enjoyed interacting with community and seeing the results of their work.
- The less threatening presentation to the 5th/6th graders the more likely it will be a success.
- Age group (5-6 grade) are impressionable and a good group to speak to.
 - Looked up to the members of the IDT...wanted to participate and announce answers
- Small group interaction with IDT and 5th/6th graders was well done and competitive nature of the 5th/6th grade group contributed to the positive response and desire to paid attention.
- The 5th/6th graders are the experts.

General Finds

- IDT was impressed with the number of questions from the 5th and 5th grade students.
- IDT thought building on previous work of other IDT's made for a more effective project because they did not have to spend unnecessary time developing an intervention from "scratch."
- IDT was impressed with what the 5th and 6th grade students knew about prescription drugs.
- IDT noticed that the 5th and 6th graders were attentive to materials being discussed.
- Amount of time allotted the IDT is an obstacle. Need more than 4 weeks.
 - This was overcome to a degree by building on another IDT project.
- Being able to determine the target audience right from the start made developing the initiative and supporting materials easier.
 - In addition, NWVRHEC Region 1 staff made the process of scheduling the interventions with the schools less daunting.
 - In retrospect, this may have permitted the IDT to schedule more sessions at other schools.
- Cameron community is very isolated.
 - This made the IDT consider the challenges community members face receiving health care.

Recommendations of the AHEC team:

- Posters developed and distributed by this IDT should go with the group making future presentations.
- 6th graders become 7th and 5th become 6th – so the message/intervention can be repeated.

- Project should definitely be repeated in the future.
- Provide to HS group and revise the presentation.
 - Make it more graphic if presenting to an older group (HS)
 - More educational – older group would ask more questions
 - Future IDT would need to research how to approach older group
- Communication between communities is important – would IDT be permitted to talk to authorities depending on what type of questions were asked or information revealed?
- Case study included in the intervention ended up being the name of one of the 5th/6th graders.
 - To prevent this in the future use initials instead of a name.
- Include information regarding the fact that negative outcomes could occur through an allergic reaction to a drug...it's not just about taking a "quantity" of a prescription drug.
- Develop a library of what other IDT's have done.
 - This could jump start the IDT.
- Might include something in the PPT stressing that even though parents may take prescription drugs it should not be a drug the child takes.
- Passing out the parental brochures to the 5th/6th graders in order for them to see what it looks like might help them to discuss the issue with parents when at a later date they see it has been mailed home.

It's OK
to take your own
prescription drugs...

...but it's
NOT OK
to use someone else's.

if you have questions about taking prescription drugs ask a trusted adult

Communities Support Professionals
 Northern West Virginia Rural Health Education Center
 Dedicated to Community Health