

## AHEC Team Report Form

**Regional AHEC:** Northern WVRHEC

**Dates of AHEC rotation:** 4/15/08 to 5/9/08

### Students/Residents Participating:

Name	Discipline	School/Residency Program
Robert Crake	Resident	WVSOM
Dan Heartherly	Medical	WVSOM
Porsche Lao	Medical	WVSOM
Krsitopher Palmer	Medical	WVSOM
Jennifer Stolirchick	Pharmacy	WVU
Tom Waltz	Resident	WVSOM

### Preceptor(s) in charge of AHEC team:

Richard A. 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, Robert Crake (resident) and Tom Waltz (resident) discussed the work completed by IDTs going back to July '07 that focused on diabetes and were hosted @ Wheeling Health Right. Crake, Waltz and Dr. Greco (residency directory) encouraged the IDT to consider incorporating all or a portion of this work into its own initiative. Crake & Waltz challenged the IDT throughout the initial meeting, but did not pressure the IDT, to embrace any aspect of the previous work. After considerable discussion during the entire first and into the second meeting, the IDT decided to focus on diabetic education from the perspective of nutrition and the reading/understanding of food labels. Identifying parents of Head Start students as its target population, they selected two Head Start locations to present their initiative. The IDT's goal was to teach parents of Head Start students "how to understand and use the nutrition facts label." As part of the presentation, it was decided to print the youth version of the food pyramid as a place mat along with developing a pamphlet and PowerPoint. As an incentive to attend the HS presentations attendees were eligible to win several prizes including a child's bicycle, helmet, and knee/elbow pads. Weekly meetings included case studies utilizing OVMC's EMRs of inpatients. In addition, NWVRHEC staff discussed team project parameters, expectations and goal setting in the first meeting.

### Counties assessed by students/residents:

Marshall County

### Healthy People Objective(s) addressed:

The team addressed **Objective 5.9**, increase to 52% the proportion of persons with diabetes who have received diabetes education in the past year from someone other than their physician, such as a registered dietician or certified diabetes educator. (Baseline: 29.5% in 1997).

### Assignments given students/residents:

During the first meeting each student was assigned responsibility for researching specific topics to assimilate into the presentation. These included:

1. Development of a food comparison chart comparing healthy & unhealthy home prepared meals with health and unhealthy McDonalds prepared meals.

2. Researching the importance of portion size and incorporating an activity to help explain concept.
  - a. This activity ended up being a serving size stumper quiz developed by "School Time Foods."
3. Researching data and developing a PowerPoint to explain nutrition labels.
  - a. The presentation was titled "How to Understand & Use Nutrition Facts Labels."
  - b. An eight minute video produced by the FDA on label reading was incorporated into the presentation.
  - c. The information provided in the PowerPoint was also edited into a pamphlet that was developed by one of the residents, printed by a commercial printer, and distributed during the presentation.
4. Researching the Food Pyramid and linking the youth version to the presentation.
  - a. Team members decided to have the pyramid printed and laminated commercially into a place mat that was given away during the presentations, and left with the Head Start program to use during meal time.
    - i. During the presentation students spent time explaining the pyramid to attendees.
5. Contacted the regional Head Start office in Wheeling and scheduled three presentations at two different sites.
  - a. North Park Head Start Center, Wheeling
  - b. Marshall County Head Start, Moundsville
    - i. Turnout to presentations was disappointingly low.
6. Contacted local commercial printing business to obtain estimates to have pamphlet and place mats printed in multiple quantities.
7. Residency director and residents provided weekly case studies utilizing the EMRs for patients @ OVMC.
  - a. This was the first IDT that accessed OVMC's EMRs.
    - i. This was a great example of the utilization of informatics as outlined by the IOM in its Five Core Competencies for Health Professionals (Health Professions Education, A Bridge to Quality).
8. Students agreed to come one extra meeting to attend the final IDT meeting which included the reflection/feedback discussion.

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

20. Advocate for public policy that promotes and protects the health of the public. (2)\*\*
  21. Continue to learn and help others learn. (6)\*\*
- \*\*Number of students selecting competency.

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

After considerable discussion during the entire first and into the second meeting, the IDT decided to focus on diabetic education from the perspective of nutrition and the reading/understanding of food labels. Identifying parents of Head Start students as its target population, they selected two Head Start locations to present their initiative. The IDT's goal was to teach parents of Head Start students "how to understand and use the nutrition facts label." As part of the presentation, it was decided to print the youth version of the food pyramid as a place mat along with developing a pamphlet and PowerPoint.

**Sample of data collected:**

N/A

**Summary of community interventions:**

**5/6/08 @ 10:00 AM**

North Park Head Start Center  
94 Finch Avenue, Wheeling

**5/6/08 @ 1:00 PM**

North Park Head Start Center  
94 Finch Avenue, Wheeling

**5/7/08 @ 10:00 AM**

Marshall County Head Start @ the Moundsville Library

**Findings of the AHEC Team:**

1. Those attending the presentations were interested in what the IDT had to say.
2. Team members felt they did a good job of explaining the information to the audience.
3. Team members felt that by breaking food labels into smaller sections the audience was better able to understand the information.
4. Although team members would have liked to see larger crowds attend their presentations, the smaller audiences allowed them to interact well.
5. It was helpful to have several presenters speaking. No one person was responsible for a disproportionate amount of the discussion.
6. Wednesday's presentation seemed to be the better of the three.
  - a. Interaction with the students and audience went very well.
7. Scheduling an audience at the very beginning of the project is important.
  - a. Team members wished they had understood this idea earlier in the project's development.

**General Finds**

1. Team members came together very well.
2. Looking back after the first meeting when there was no identified project or target population the team felt they did a good job of researching and developing an initiative.
3. Brainstorming that took place during the first meeting was helpful.
  - a. Distilled a lot of the ideas. Large ideas got "dumbed down" to more manageable ideas.
  - b. It's important during the first meeting to make sure the team stays grounded as to what they can do compared to what they want to do.

4. This team felt they were at an advantage because of the creative people involved.
  - a. The materials developed were excellent, i.e. pamphlet and place mats.
5. The ability to continue the work of previous IDT's was helpful.
  - a. The team felt the body of work done by other teams provided initial direction.
  - b. The team began by thinking diabetes, but went in the direction of nutrition and food labels.

**Recommendations of the AHEC team:**

1. Team members felt this would be a great presentation to make available to audiences at Wheeling Park Zoo during the summer months.
  - a. Zoo passes would be good give-a-ways.
2. Initiative could be presented to PTA groups.
3. Finding an audience is challenging to accomplish during a one month project. Because of the small turnout at the Head Starts the students felt more needed to be done before hand to make adequate arrangements.
  - a. Example, within OVMC there are psychiatric patients who might benefit from this information.
  - b. There may be other populations willing to be included on a list representing groups willing to accommodate an IDT's project on short notice, and would have an audience available to attend public presentations.
4. Link the frame work of what has been done by this and other IDTs, relative to diabetes, to other diseases.
5. One month is a short period to establish goals, develop objectives, and identify an initiative.
  - a. It may be helpful to have formally assigned expectations for each meeting throughout the month.
    - i. This could be done at the conclusion of the weekly meeting or at the very beginning of the weekly meeting.
6. Team leaders (residents) need to have a better idea as to what might be helpful.
  - a. Additional direction from the residency director prior to the beginning of the IDT.
7. Due to the lack of disciplines the interdisciplinary aspect of the IDT was not entirely realized by the medical students.
  - a. Pharmacy student appreciated the case studies and did realize benefit from working with medical students.
8. This initiative lends itself well to having actual food samples available during the presentations.
9. Case studies/presentations could have tied into the clinical aspect of rotation better than what they did.
  - a. Should target cases more directly related to the IDT's project.
  - b. EMRs showed how patient information is made available to clinical staff @ OVMC and was considered to be beneficial by team.
  - c. WHr outpatient EMR are available and would be beneficial for future IDTs.