



Mutual Teaching and Learning: A Health Sciences Interprofessional and Community Collaboration

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Practicum Setting

This interprofessional learning practicum is set at the Salvation Army Adult Rehabilitation Center (ARC) – Seattle, a residential community program for men and women working to overcome alcohol and drug dependencies.

The practicum was established in 1999 through a collaboration between the UW Center for Health Sciences Interprofessional Education and Research and the Salvation Army.

Practicum Goals

1. To promote health literacy and improve health outcomes of ARC residents
2. To prepare students for work on interprofessional health services teams
3. To create mutually beneficial teaching and learning experiences for UW Health Science students, faculty and ARC beneficiaries

Learning Objectives for both UW Students and ARC Beneficiaries

- Discuss characteristics of alcohol and drug addiction
- Identify patterns of use associated with addiction
- Understand relapse prevention
- Recognize and treat co-occurring disorders
- Discuss the characteristic roles of family members, friends, and co-workers of addicted persons
- Describe the recovery process and the variables that affect rehabilitation

Additional Learning Objectives for UW Students

- Demonstrate understanding of the Self-Care Model of Health by promoting health education on topics identified as important by ARC beneficiaries
- Create, present and critique health education information presented to beneficiaries of the ARC
- Demonstrate understanding of both a systems and organizational approach to health care through interprofessional collaboration
- Identify boundaries in work within and between systems of care

"Being on the ARC Health Advisory Board has helped me feel more confident about talking to my doctor about my addiction." – Autumn 2004

"I appreciate the quality of educational presentations given and the sincerity of the faculty and students – I think we all learned more about addiction and recovery through our interactions." – Autumn 2004

"Different perspectives on health care from students and faculty has helped me learn that many health issues are affected by my addiction. I now know where I can turn for help in the community." – Winter 2005

ARC BENEFICIARIES



Students and ARC Beneficiaries at HAB Meeting



Student Presentation to ARC Beneficiaries

Mutual Teaching and Learning

UW STUDENTS

UW FACULTY

HIV and AIDS

Where to Turn: Finding Community Resources

Examples of Student Presentations

Short-Term and Long-Term Effects of Addiction

"Faculty support for students gives them a role model to look up to professionally, personally and socially." – Undergraduate student

"I have learned that effective health care involves caring for people from physical/mental health, spiritual and social aspects. What I learn here will be tremendously valuable for my own personal growth and professional career." – Graduate student

"I have gained a better appreciation of the value of client and other health professionals' input – it has made me a better practitioner." – Graduate Student

"This course provides an opportunity for collaboration among members of the various UW Health Science schools, leading to additional interprofessional efforts to support the residents of the ARC." - UW Faculty

Evaluating Learning

Weekly "Reality Check" and Peer Evaluations

- ARC beneficiaries evaluate what they learn from health education presentations and how they may incorporate this information into their recovery process.
- Students, faculty and beneficiaries evaluate presentations in terms of style, content and quality of information, speaker preparation and delivery.

Quarterly HAB Evaluations

Health Advisory Board (HAB) members (UW faculty and students and ARC beneficiaries) evaluate their experiences on the HAB, including:

- Self-evaluation of their experience as a HAB member;
- Evaluation of how skills developed as an HAB member will be used in future work, education and social endeavors.

Program Challenges

Learning Evaluation: Better defined outcomes with quantitative evaluation of teaching ability, academic and professional learning, empathy, knowledge of addiction behaviors

Student Participation: Comfort in working downtown with addicts, personal issues, boundaries, phobias & stereotypes

Beneficiaries: Far enough in recovery to fully participate; willingness to share personal experiences

Interprofessional issues: Recruitment of diverse student and faculty from the Health Sciences Schools

Sustainability: Identifying funding to pay for interprofessional faculty time and presentation materials in a context of diminishing resources.