

# American Medical Student Association

## AMSA Academy

### Advocacy Scholars Program

2017-2018

Tuesdays at 8pm EDT/EST

**Course Director:** Gerard Holder

**Vice Director:** N/A

**Email:** asp@amsa.org

**Grading:** Pass/Fail (see below for Completion Requirements)

#### I. Course Description

The Advocacy Scholars Program is a five-month program that will work to engage student participants in webinars, readings, discussions, and activities that promote knowledge of community engagement, the social mission of medicine, and advocacy skills. The Scholars Program aims to explore the role of physicians as agents of social change and to foster discussion about building careers as an effective Physician-Advocates.

Scholars will complete several assignments and an overarching project in an advocacy area of their choice to further develop the skills addressed by the Scholars Program. All scholars will have the opportunity to present their project at the AMSA National Convention poster session (with an understanding that the project may be ongoing, in which case progress up to the point of AMSA Convention will be presented).

#### II. Course Objectives

By the end of this Scholars Program, scholars will:

- Develop an understanding of the social mission of medicine and the importance of community engagement within said mission through conversations with speakers and fellow scholars.
- Develop an understanding of the systems and power structures at play in healthcare that must be considered when developing advocacy strategies.
- Learn to utilize and leverage different forms of media and communication avenues in developing advocacy strategies through engagement with experts and completion of assignments.
- Develop an appreciation for synergistic collaboration between physicians and community health resources.

- Complete a poster describing their project with the opportunity to present at AMSA National Convention.

### III. Format and Procedures

The Scholars Program will meet eight times on Tuesdays at 8PM from October 2017 to February 2018 for 1.5 hours online via a video conference platform. Scholars will receive an email with instructions for logging in to the online meeting room. The first half of the session, scholars will hear from an expert in healthcare advocacy (see schedule below) and the second half of the session will include facilitated discussion. Before each meeting date, scholars will be assigned a short set of readings, videos, or other materials and a brief writing assignment that will be due on the Sunday before the beginning of the session. In the week following some of the sessions, students will be asked to submit materials related to their final project (discussed in more detail below).

#### Course Credit

- Scholars may be able to receive elective credit from their home institution for this course. While AMSA unfortunately cannot grant elective credit at this time, we are happy to support you with documentation that will aid you as you seek elective credit.
- Each scholar that completes the requirements outlined in Section V below will be provided an official Certificate of Completion.

### IV. Expectations of Scholars

Scholars are expected to:

- Complete all assignments by the Sunday before each webinar session.
- Engage critically and thoughtfully with the readings, the speakers, and fellow scholars.
- Meet the minimum class attendance requirements (see Section V below).
- Complete a final advocacy project (detailed in Section V below).
- Notify the course directors if they are unable to complete the activities associated with each webinar or are unable to attend a webinar.
- Treat speakers, course directors, and other students with respect, humility, and possess an open mind.
- Scholars will be highly encouraged, but NOT required, to attend the AMSA National Convention, March 8-11 2018, in Washington, D.C.

### V. Completion Requirements for Certification

- **Class attendance**
  - *Domestic Students and International Students in the Caribbean and the Americas:*
    - Must attend 80% of webinars
    - Can watch **up to two** recorded webinars and complete a reflection of the webinar to obtain make-up credit for attendance
    - Complete quizzes at the beginning and end of each webinar
  - *International Students in Europe, Asia, Africa, and Australia*
    - Must watch 80% of recorded webinars within 48 hours of the original session

- Submit a SHORT reflection of the webinar to the Course Directors within 72 hours of the original session
- Complete quizzes at the beginning and end of each webinar
- **Participation policy**
  - Must post to 80% of online discussion questions
- **Final Project**
  - Requirements
    - Scholars will choose a bill or existing piece of legislation related to an advocacy area of interest.
    - Scholars will develop an advocacy strategy either in support of or against their chosen bill that incorporates at least three different advocacy avenues (see Project Components below).
    - Scholars will submit three progress reports over the duration of the Scholars Program describing their activities, challenges, and next steps.
    - Scholars will create a poster on their project to submit for presentation at the AMSA National Convention, which will be held on February 23-26, 2017 (students are encouraged to attend, but not required)
    - Scholars are encouraged to contact and coordinate with faculty members, community organizations, and advocacy leaders in their area as they develop their project
      - Examples of project components may include:
        - Scheduling a legislative visit with an elected official and write a policy brief.
        - Writing an OpEd or Letter to the Editor on the chosen topic. Submit the article for publication in The New Physician or another media outlet.
        - Writing a petition and delivering it to the appropriate official.
        - Conducting a letter writing or call-in campaign.
        - Conducting a phone-banking campaign or community education event.
        - Holding a press conference and write a press release.
        - Holding an educational event on the issue for classmates, community members, healthcare providers, etc.
        - Any ideas that you may have!
  - Timeline for the project is outlined in the schedule below. Additional check-ins and follow-up with course directors will be available as needed.

## **VI. Inclusivity Statement**

We understand that our members represent a rich variety of backgrounds and perspectives. The American Medical Student Association (AMSA) Academy is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- Share their unique experiences, values and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Appreciate the opportunity that we have to learn from each other in this community.
- Value each other's opinions and communicate in a respectful manner.
- Keep confidential discussions that the community has of a personal (or professional) nature.

- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and within the AMSA community.

**VII. Course Schedule: (May change to accommodate guest presenters needs)**

<b>Date</b> (Tuesdays at 8pm) <b>Topic</b> <i>(Speaker)</i>	<b>Readings and Assignments</b> (To be completed by Sunday at 10pm before the meeting)	<b>Project Milestones</b> (To be completed by Sunday at 10pm after the webinar session unless otherwise indicated)
Introduction and Physicians as Agents of Social Change <i>(Dr. Stephen Smith)</i>	Readings (choose 1): - Gruen et al “Physician-Citizens – Public Roles and Professional Obligations” - Donohoe and Schiff “A Call to Service: Social Justice is a Public Health Issue” - Dickey – “Physician Activism – An Obligation or Filler for Spare Time?”	Students will submit 1-3 advocacy areas of interest for the project. <i>Students will be expected to commit to the topic they would like to pursue by October.</i>
Understanding Societal Power Structures <i>(Rathika Nimalendran)</i>	Wynia – “Civil Obligations in Medicine: Does ‘Professional’ Civil Disobedience Tear, or Repair, the Basic Fabric of Society?”  Write a 300-word response to the following question: How do power structures create the situations that require our advocacy? In your advocacy endeavors, what power structures do you/will you need to resist?	Students will select the advocacy area they would like to pursue and will identify 1-3 relevant bills, pieces of legislation, and/or institutional policies. <i>Useful tools may include congress.gov and websites for national local elected officials. Students will be expected to choose 1 advocacy initiative by early November.</i>
Leveraging Different Mediums of Communication <i>(Howard Eisenson)</i>	Follow up on UCSF Die-in: <a href="https://www.ucsf.edu/news/2015/01/122666/life-after-%E2%80%99die-in%E2%80%99">https://www.ucsf.edu/news/2015/01/122666/life-after-%E2%80%99die-in%E2%80%99</a>  Make a list of the types of communication that you could use as an advocate. What might be the advantages and disadvantages of each one? Which ones are you more or less comfortable with, and why? What would you need to become more comfortable with them?	Students will submit a project proposal including the area of interest, description of project components, and a key partners and resources. Students will establish relationships with activists and organizations working on their issue in their area.

<p>Plan for Change 101: Identify the Players, and How to Sway Them <i>(Sonia Lazreg)</i></p>	<p>Organizing for Social Change: Midwest Academy Manual for Activists “Developing a Strategy” Pg. 34-44 <a href="http://collectiveliberation.org/wp-content/uploads/2013/01/Midwest_Academy_Developing_a_Strategy.pdf">http://collectiveliberation.org/wp-content/uploads/2013/01/Midwest_Academy_Developing_a_Strategy.pdf</a></p> <p>Begin to think about how your proposed project fits into this work plan structure.</p>	<p>Using what they learned from the talk, students will complete a detailed work plan. This work plan may include work that has already been completed.</p>
<p>Advocacy Day: Tip and tools to become and lead as an Advocacy Day Liaison <i>(Daniel Gouger)</i></p>	<p>Meeting with Your Elected Representatives <a href="https://www.aclu.org/meeting-your-elected-representatives">https://www.aclu.org/meeting-your-elected-representatives</a></p> <p>How Do Physicians Lobby Congress <a href="http://www.ncbi.nlm.nih.gov/pubmed/11088085">http://www.ncbi.nlm.nih.gov/pubmed/11088085</a></p> <p>Analysis: Health Lobbyists’ Powerful Impact On Reform Bills <a href="http://khn.org/news/cpi-health-lobbying/">http://khn.org/news/cpi-health-lobbying/</a></p> <p>Write a 300-word response: What barriers might physicians face in meeting with their elected officials? How can these barriers be overcome, and why is it important?</p>	<p>Students will submit first progress report on project.</p>
<p>Generating Media Content <i>(Dr. May Nguyen)</i></p>	<p>Often, the same story can be told to different ends. Choose an event relevant to advocacy or social justice and find at least 2 examples of the narrative in the media. How is the story changed? What are the apparent motives of each piece?</p>	<p><i>Continue working on project</i></p>
<p>Synergistic Collaboration— Physicians and Community Actors <i>(William Haar)</i></p>	<p><a href="#">CCHH Model--Updates and Learning ACH--An Emerging Model for Health System Transformation</a></p> <p>Questions: 1) What might be some potential advantages of the Community-</p>	<p>Students will submit second progress report on project</p>

	<p>Centered Health Home (CCHH) model?</p> <p>2) What would be some challenges of integrating the CCHH model into a clinic?</p> <p>3) California’s Accountable Community for Health (ACH) proposal divides the work of an ACH into five key domains (page 4). Which domains and in which ways can physicians be involved?</p>	
<p>Leveraging Your Role as a Physician-Advocate <i>(Dr. Manisha Sharma)</i></p>	<p>Write a 500-word reflection on what you have learned in the course and how you hope to shape your career as a physician-advocate.</p>	<p>Students will submit final poster and progress report on project</p>
<p>March 8-11, 2018</p>	<p><b><i>AMSA National Convention in Washington, D.C.</i></b></p>	