

American Medical Student Association

AMSA Academy

Advocacy Scholars Program (ASP)

Thursday 8-10 PM EST

2019-20

Course Director: Aisha Chaudhry
Course E-mail: asp@amsa.org
Grading: Pass/Fail (see below for Completion Requirements)

I. Course Description

The Advocacy Scholars Program is a six-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 course aims to explore the role of physicians as agents of social change and to foster discussion about building careers as effective physician advocates.

Participants will complete several assignments and an overarching project in an advocacy area of their choice to further develop the skills address by the course. All participants 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 convention should be presented).

II. Course Objectives

Aims

The course aims to support medical students in building careers as physician advocates by helping them develop the understanding and skills necessary to becoming effective health activists.

Course Objectives:

By the end of this course, students will:

- Develop an understanding of the social mission of medicine and the importance of community engagement through conversations with speakers and fellow participants
- 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 course will meet a total of 8 times on Thursdays at 8 pm EST from October-February for 1.5 hours online via a webinar platform called Zoom. Students will receive an email with instructions for logging in to the online meeting room. The first half of the session, students will hear a talk from an expert in healthcare advocacy (see schedule below) and the second half of the course will include facilitated discussion. Before each meeting date, students will be assigned a short set of readings, videos, or other materials and a brief written assignment that should be completed on the Sunday before the beginning of the session that can be found in the course Moodle website. In the week following some of the sessions, students will be asked to submit related to their final project (discussed in more detail below). In addition to completing assignments and a final project, students are expected to participate to the conversation during each session by contributing thoughtful and respectful ideas, opinions, and questions.

IV. Expectations of Scholars

Students are expected to:

- Complete all assignments by the Sunday before each webinar
- Engage critically and thoughtfully with the readings, the speakers, and fellow participants
- Meet the minimum class attendance requirements (see below)
- Complete a final advocacy projects (detailed below)

V. Completion Requirements for Certification (CONSISTENT ACROSS SPs):

- Class attendance
 - *Domestic Students & International Students in the Caribbean and 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 discussion following each webinar
 - *International Students in Europe, Asia, Africa, and Australia*
 - Must watch 80% of recorded webinars 48 hours after the original session
 - Submit a SHORT reflection of the webinar to the Course Directors 72 hours after the original session
 - Complete quizzes prior to and following each webinar
- Participation policy
 - Must post to 80% of online discussion questions
- Final Project
 - Requirements
 - Student will choose a bill or existing piece of legislation related to an advocacy area of interest.
 - Students will develop an advocacy strategy either in support of or against their chosen bill that incorporates at least three different advocacy avenues.
 - Students will submit 3 progress reports over the duration of the course describing their activities, challenges, and next steps.
 - Students will create a poster on their project to submit for presentation at the AMSA National Convention, which will be held on March 7-10, 2019 (students are encouraged to attend, but not required).

- Students 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 other media outlets.
 - 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 writing 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) Scholars Program 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)

Date (Thursday at 8pm)	Readings and Assignments (To be completed by Sunday at 10pm before the meeting)	Project Milestones (To be completed by Sunday at 10pm after the course meeting unless otherwise indicated)
September 5, 2019	Introduction Meeting	
September 12, 2019 Physicians as Agents of Social Change <i>(Dr. Stephen Smith)</i>	September 15th, 2019 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?” Write a 300-word response to the piece you chose and how it relates to your role as an advocate.	September 21st, 2019 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 30.</i>
September 19th, 2019 Understanding Societal Power Structures <i>(Rathika Nimalendran)</i>	September 22th, 2019 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?	October 17th, 2019 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 November 8.</i>
October 3rd ,2019 Plan for Change 101: Identify the Players, and How to Sway Them <i>(Matt Moy)</i>	October 6th, 2019 Follow up on UCSF Die-in: https://www.ucsf.edu/news/2015/01/122666/life-after-%E2%80%98die-in%E2%80%99	November 7th, 2019 Students will submit a project proposal including the area of interest, description of

	<p>Make a list of the mediums 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?</p>	<p>project components, and a key partners and resources. Students will establish relationships with activists and organizations working on their issue in their area.</p>
<p>October 10th, 2019 Medical Trainee Advocacy and Meeting with Elected Officials <i>(Dr. Daniel Gouger)</i></p>	<p>October 13th, 2019 Organizing for Social Change: Midwest Academy Manual for Activists “Developing a Strategy” Pg. 34-44 http://collectiveliberation.org/wp-content/uploads/2013/01/Midwest_Academy_Developing_a_Strategy.pdf Begin to think about how your proposed project fits into this work plan structure.</p>	<p>December 5th, 2019 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>October 17th, 2019 Meeting with Elected Officials <i>(Nicole Damari)</i></p>	<p>October 20th, 2019 Meeting with Your Elected Representatives https://www.aclu.org/meeting-your-elected-representatives How Do Physicians Lobby Congress http://www.ncbi.nlm.nih.gov/pubmed/11088085 Analysis: Health Lobbyists’ Powerful Impact On Reform Bills http://khn.org/news/cpi-health-lobbying/ 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>December 19th, 2019 Students will submit first progress report on project.</p>
<p>November 7th, 2019</p>	<p>November 11th, 2019</p>	<p><i>Continue working on</i></p>

<p>Generating Media Content (Dr. May Nguyen)</p>	<p>Often, the same story can be told to different ends. Choose an event relevant to advocacy or social justice in the media 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>project</i></p>
<p>November 14th, 2020 Synergistic Collaboration—Physicians and Community Actors (William Haar)</p>	<p>November 17th, 2019 CCHH Model--Updates and Learning ACH--An Emerging Model for Health System Transformation</p> <p>Questions: 1) What might be some potential advantages of the Community-Centered Health Home (CCHH) model? 2) What would be some challenges of integrating the CCHH model into a clinic? 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>January 19th, 2020 Students will submit second progress report on project</p>
<p>December 5th, 2019 Leveraging Your Role as a Physician Advocate (Dr. Manisha Sharma)</p>	<p>December 8th, 2019 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>February 16th, 2020 Students will submit final poster and progress report on project</p>
<p>April 16 - 19, 2020</p>	<p>AMSA Convention & Exposition</p>	<p>Washington, D.C</p>