

**LEADS Advocacy Elective  
Graduate Level  
May 2013**

**Course Director:** Rita Lee, MD

**Course Faculty:** Cathy Battaglia, PhD, RN; Mark Earnest, MD, PhD; Kathy Kennedy, DrPH; Steve Federico, MD; Jeremy Long, MD, MPH.

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**Course Description:**

LEADS is a unique, inter-professional program which develops providers' skills in advocating for their patients/clients. Healthcare providers often see firsthand the intersection of health, policy, and society and how the current system fails many of our patients. As a health care provider, you are in a unique position to bring your insight and expertise into the health care discussion.

This elective is designed to provide you with a basic understanding of our current healthcare system and to train you on specific strategies you can use to advocate for your patients—through legislation, written pieces, media, coalitions, and working with community groups. We will focus on moving from identifying a problem, to thinking of an idea to solve the problem, and then perpetuating that idea forward into action.

**For Resident Participants:**

For residents, we include clinical experience working with underserved populations. Afternoons will be spent either in their continuity clinic or at an underserved clinic site. The objectives of the underserved clinical experience are as follows:

- 1) To identify health disparities faced by the patients encountered during the clinical experience.
- 2) To identify the social determinants of health or issues in the health care system that impact your patients' health.
- 3) To discuss potential avenues for addressing identified health disparities.
- 4) To determine if the patients' stories could be used to promote health care reform.

**Course Dates/Times:** The LEADS Advocacy Elective course work will be held on Monday, Tuesday, Thursday, and Friday mornings from 8 AM to Noon, May 1-23, 2013. *Due to the intensive experience, we ask all participants to limit absences to 1 session—vacation should not be scheduled during this time frame and clinic sessions should be moved to the afternoon (or Wednesday AM).*

**Course Objectives:**

This course will focus on the development of advocacy and leadership skills to better address the needs of the underserved and vulnerable populations. We will use a case study format to learn and apply new skills. We will:

- 1) Define the responsibilities of providers in advocating for underserved populations in clinical settings and in the community.
- 2) Describe how the medical community can effectively partner with community organizations to better meet the needs of vulnerable populations.
- 3) Identify public policy initiatives that could improve the health of vulnerable populations and communities.
- 4) Describe legislative strategies to implement policy initiatives.
- 5) Explore the benefits and challenges of inter-professional collaboration in advocacy initiatives

**Course Requirements:**

This is an elective course that will be graded primarily on participation and completion of written assignments. Required and suggested readings will be provided to support discussions. We will expect regular, on-time attendance.

There will be 4 brief assignments to be completed during the course:

- 1) Fact sheet – each participant will write a one-page fact sheet on an advocacy topic of their interest
- 2) Opinion Editorial – each participant will write an opinion editorial (no more than 600 words), to be discussed in class and potentially submitted for publication.
- 3) “Meet your State Representative” —find your state representative and schedule a meeting with him/her or his/her staff. Please write a brief report (1-2 paragraphs) regarding your encounter. What did you discuss? Did anything surprise you?
- 4) Personal Plan for Leadership and Advocacy (PPLA) – each participant will write a personal plan for developing and applying his/her leadership and advocacy skills. The PPLA will be reviewed and discussed in class.

Participants are required to complete both of the online course evaluations for this class before a final grade can be given.

## Sample Course Schedule

| <b>Date</b> | <b>Topic</b>   | <b>Brief Description</b>  |
|-------------|--|---|
| 5/2         | 8-10 Introduction to course<br><br>10-12 Intro to US Health system<br>Health Policy Toolkit  | Icebreakers<br>Overview of course and assignments<br>Review the Structural change conceptual model<br>Review current health care system   |
| 5/3         | 8-12 Day at the Capitol  |   |
| 5/6         | LEADERSHIP   |   |
| 5/7         | LEADERSHIP   |   |
| 5/9         | 10-12 Review history of health care reform<br>10-12 Influencing policy through writing   | Review the history of previous attempts at health care reform—what worked and what didn't work/lessons learned<br>How to communicate with legislators and how to write a fact sheet |
| 5/10        | 8-12 Comparative Systems   | What other countries are doing that we can learn from   |
| 5/13        | 8-12 Determinants of Health  | Overview of the Social Determinants of Health<br>Biopsychosocial Model to approach the social determinants of health  |
| 5/14        | 8-10 Writing for Effect<br>10-12 Legislative session wrap up and Legislative Advocacy  | Effective writing skills<br>Discuss how providers can engage legislators and become involved in the legislative process<br>Discuss how a bill becomes a law                         |
| 5/16        | Working with community organizations   | Discuss how providers and community organizations work together to advocate   |
| 5/17        | 8-12 Coalition building  | What is coalition building and how do you do it?  |
| 5/20        | 8-12 Messaging<br>Media Day – Mark Earnest, Jeremy Long, Rita Lee<br>Large group—how to “be” in front of a camera; review messaging<br>Small groups—practice interviews in front of video camera | Use your own message box to do a media interview  |
| 5/21        | Access to Care in CO   |   |
| 5/23        | 8-10 Discuss PPLA<br>10-12 Evaluations/focus group   | Personalized advice and career planning<br>Evaluations  |