

ASPPH Presents



WEBINAR

Integrating Advocacy into the Undergraduate Curriculum
Monday, September 18, 2017, 1:00 PM - 2:00 PM EDT

Session Learning Objectives:

- Articulate relevant health education and CPH competencies related to policy advocacy that form the basis of the public health and health education professions and their application in the Annual Health Education Advocacy Summit
- Discuss results of national and state-specific studies on training students in policy advocacy and their impact on self-efficacy and key stakeholders
- Describe at least three ways faculty can integrate health policy and advocacy skills into the public health curricula and gain administrative support for students to apply training on the Hill
- Describe how baccalaureate students applied policy competencies to help their campus achieve health policy objectives.

Empowering Undergraduates with 21st Century Policy Skills, presented by Elaine Auld, MPH, MCHES, and Cicily Hampton, PhD, Society for Public Health Education

Learning Objectives:

- Discuss at least three societal challenges related to social determinants of health and health equity, that command increased urgency for undergraduates in public health to be trained in policy advocacy;
- Articulate how policy advocacy competencies have evolved in both undergraduate health education specialist and public health degrees;
- Describe how the Annual Health Education Advocacy Summit can help students achieve the competencies and become empowered to advocate for health equity.

The IOM report “Who Will Keep the Public Healthy?” was among the first major scientific reports calling for increased professional preparation and training in policy advocacy. Competencies that undergird both health education/health promotion and public health practice articulate essential knowledge and skills needed for the 21st century practitioner to address policy, systems and environmental changes to address the global epidemic chronic disease, social determinants of health, and health disparities. A historical timeline of competency studies conducted by the Society for Public Health Education (SOPHE) and the National Commission for Health Education Credentialing over some 30 years illustrates the expanding knowledge and skills needed in policy advocacy for effective practice. SOPHE has coordinated an annual advocacy summit since 1998, comprising both skill-building in policy advocacy and visits with legislators in Washington, DC, which has been attended by more than 2,000 students, faculty and practitioners.

From Classroom to Capitol: Building Advocacy Capacity through Federal- and State-Level Advocacy Experiences, presented by Keely Rees, PhD, MCHES, University of Wisconsin at La Crosse

Learning Objectives:

- Discuss the impact on students receiving advocacy training who were provided opportunities to apply those skills via a visit to state/federal legislative representatives;
- Compare and contrast the impact on students who had opportunities to apply their advocacy knowledge through visits with their Congressional representatives at the state and federal levels.

This presentation will describe the results of two mixed methods translational research studies to develop effective health education leaders for the 21st Century. The purpose of these research projects were to investigate whether advocacy training and an in-person experience outside of regular academic work improves advocacy knowledge, confidence, skills, and intentions of students. In developing the Advocacy Experience, faculty used the theory of reasoned action and planned behavior when designing the Experience and evaluative measures. These theoretical constructs take into account a person's personal behavioral beliefs, attitudes toward a behavior, subjective norms, control beliefs, and his or her intention to perform a given behavior. These constructs serve as a means to better understand student likelihood to engage in the behavior of advocacy after attending the Experiences. At the state level, students attended advocacy trainings on-campus and in Madison, WI, over the course of 3 days and delivered an advocacy presentation in person at the State Legislature. A similar study was conducted for student participants engaging in advocacy at the federal level. In both cases, data were collected from participants via electronic pre-and post-test surveys and 3-6 months afterward.

Integrating Policy Advocacy into Undergraduate Curricula in Public Health, presented by Keely Rees, PhD, MCHES

Learning Objectives:

- Describe tangible ways to garner support for incorporating policy and advocacy skills and experiences into an undergraduate curriculum.
- Describe two ways departments and faculty can foster funding opportunities to experience advocacy summits at the state and federal levels.
- Discuss ways faculty can align their scholarship with advocacy related endeavors, service learning, or other course related objectives and projects.

Undergraduate public health programs are held to a multitude of assessment and credentialing criterion built on the competencies and skills that Community and Public Health Educators need for the public health workforce. This session describes one Department's process for garnering support for faculty involvement in advocacy service, research and implementation of service learning projects. The purpose of this session is to explore how faculty integrate their course objectives and projects with service learning, while incorporating this work into scholarship opportunities. This work is then translated back to student learning outcomes and assessments for college or credentialing procedures. Furthermore, this session demonstrates how departments can move to adopting a competency-based curriculum while incorporating legislative and policy experiences for students to coordinate, plan and evaluate. This discussion spans a timeline of ten years collaborating and building support for advocacy work at the

local, state, and federal level while engaging Community and Public Health students in skill building opportunities.

Putting Advocacy in Action: A Case Study of Advocating for Tobacco 21 on a College Campus,
presented by Amy Thompson, PhD, MEd, MCHES, Department of Health and Recreation Professions,
The University of Toledo

Learning Objective:

- Describe important lessons learned in how baccalaureate students are working to apply their advocacy competencies to improve the campus community.

Some 95% of adult smokers begin smoking before they turn 21. If a person starts smoking by 18, they are almost twice as likely to become lifetime smokers compared to those who start after the age of 21. There are 480,000 deaths a year in the United States that are caused by tobacco use and 20.8 million premature deaths over the past 50 years. Increasing the minimum legal sale age for tobacco products to 21 years is a promising strategy to reduce smoking and other tobacco-related use among youth and young adults. This ordinance complements other strategies to reduce tobacco use, including higher tobacco taxes, smoke-free laws that include workplaces and public places, and well-funded sustained tobacco prevention and cessation programs. Currently, there are over 150 municipalities that have passed a Tobacco21 ordinance and two states. Public Health students and faculty from the University of Toledo have advocated with local city councils within Lucas County to increase the minimum purchasing age of tobacco products from 18 to 21. Successes include partnering with local health and tobacco coalitions, hosting a community forum to educate the community on Tobacco21, engaging the media by being interviewed on TV, newspaper, and radio stations, and providing testimony at five different city councils. This presentation will describe how the effort complemented public health curricula and lessons learned in achieving the policy objective.