



Teaching Advocacy to Public Health Students

October 26, 2023

Logistics



Up to 1.0 CPH recertification credit



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FAQs and Webinars

General FAQs

- Consultation visits, interim reports, substantive changes, site visits, data collection, etc.

Archive of past presentations and webinars

- Criteria-related webinars, Trends 2020 overview, capsule interviews, annual report overview, presentations from past conferences, etc.

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Q&A

Welcome to Q&A

Questions you ask will show up here. Only host and panelists will be able to see all questions.

Type your question here...

Chat

Raise Hand

Q&A

Leave

Before we start...

- Today's webinar focuses on key concepts and resources
- NOT on how to comply with a specific criterion or assess a specific competency (although we think you will find ideas & inspiration!)
- Presenters' examples sometimes refer to MPH competencies, but concepts are scalable for other degree levels too
- We hope you'll engage with presenters & their ideas today and...
- Reach out to your CEPH staff liaison tomorrow if you have specific curricular or compliance questions!



Preparing Students to Advocate for Public Health



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Today's Agenda

- ▶ Critical role of advocacy in public health and training challenges
- ▶ Intent and spirit of CEPH's competencies related to advocacy
- ▶ Best practices preparing students to be public health advocates
- ▶ Next steps for advancing advocacy training needs
- ▶ Questions and discussion

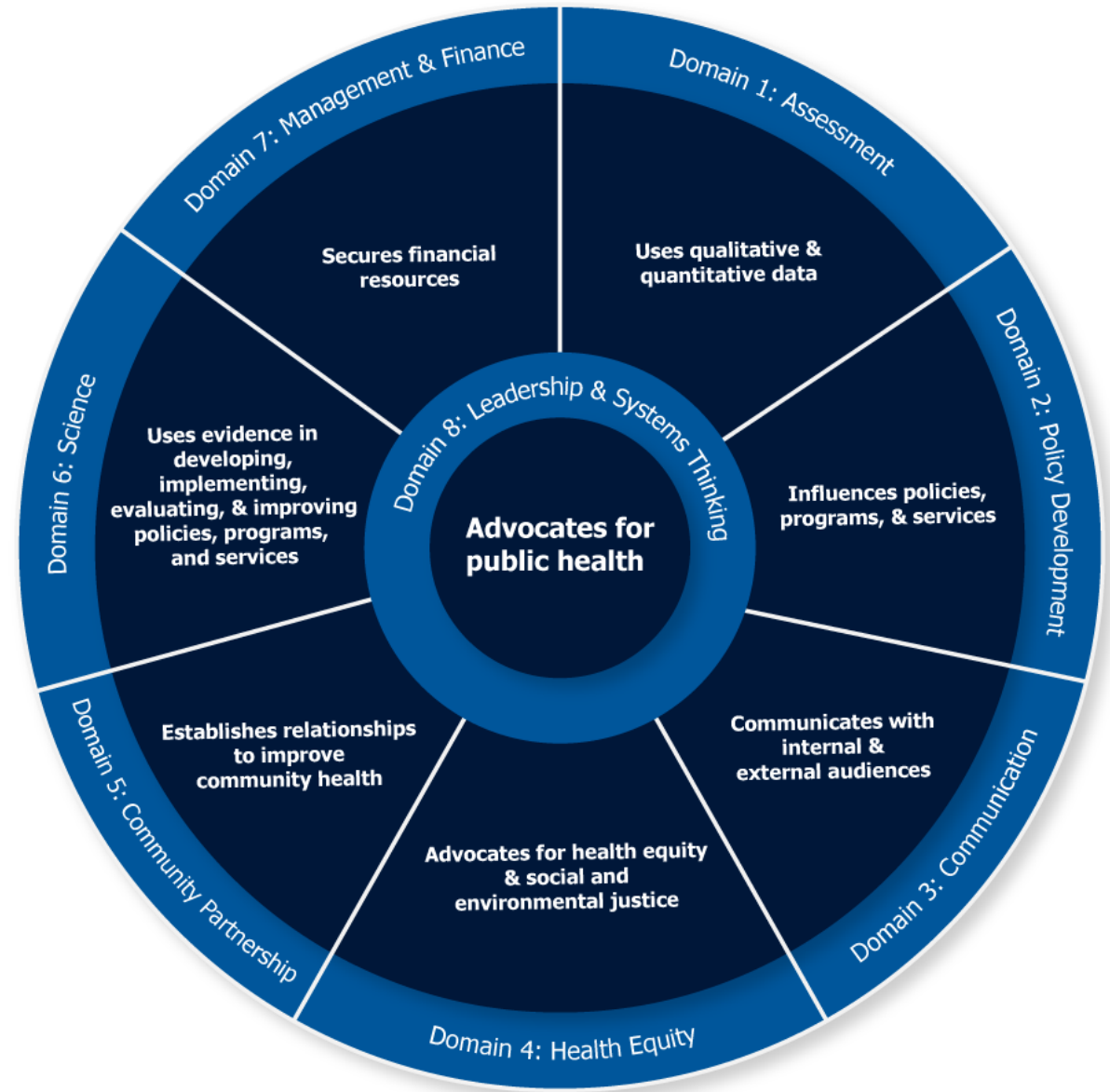


Public Health Must Enhance its Advocacy Knowledge and Skills

- ▶ Policy opportunities for addressing today's social and health challenges
- ▶ National Academy of Sciences Future of the Public's Health reports and others
- ▶ Council on Linkages Between Academia and Practice created public health competencies

Advocacy Embedded in Council on Linkages Core Competencies

*Advocacy skills needed
in all capacities
and professions*



Public Health Advocacy Training Limited



- ▶ Greater than 1 in 3 public health professionals whose jobs require them to influence policy report they are unable to do so¹
- ▶ Many schools and programs include advocacy in a survey course and do not provide comprehensive skills²
- ▶ Little guidance on definition of advocacy and guidance for specific skills and knowledge
- ▶ Faculty have limited advocacy experience or harbor concerns

1. Castrucci BC, Leider JP, Sellers K. Perceptions Regarding Importance and Skill at Policy Development Among Public Health Staff. *J Public Health Manag Pract.* Nov-Dec 2015;21 Suppl 6:S141-50.

2. Schneider GE, DiOrio A, Asada Y, Hearne S. Training the next generation to be effective advocates: A content analysis of US Public Health syllabi. In preparation.

CEPH requirements are a building block to boost the public health field's advocacy capabilities



CEPH Competencies in Policy

- ▶ 12. Discuss the policy-making process,¹⁴ including the roles of ethics and evidence
- ▶ 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- ▶ ***14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations***
- ▶ 15. Evaluate policies for their impact on public health and health equity

CEPH guidance for Competency 14



14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations

"This competency refers to the ability to influence policy and/or decision making, such as through stakeholder mobilization, educating policy makers, etc. Ability to argue in support of (or in opposition to) a position, as in a standard debate, is not sufficient. Students must produce a product that would be part of an advocacy campaign or effort (e.g., legislative testimony, fact sheets, advocacy strategy outline, etc.)."

The background features a dark blue gradient with two faint, stylized graphics. On the left, there is a flame-like shape in the upper portion and a globe with latitude and longitude lines in the lower portion. The text is centered in the middle of the slide.

Bottom line: Advocacy is a strategic set of actions designed to advance a public health policy or position

To effectively advocate
requires comprehensive
knowledge and skills



Example Advocacy Skills

Policy development and program planning

- Translate complex public health problems into actionable policy solutions
- Identify appropriate level for targeted policy change
- Assess critical factors that influence policy development & implementation

Communication skills

- Use communications platforms to educate and advance advocacy objectives
- Identify and engage with diverse audiences for policy change
- Frame public health needs and solutions using nonpartisan messaging tactics

Community partnership

- Engage communities in mapping their power centers and advocating for change
- Identify, study, and mobilize responses to entities opposing public health policy changes
- Build unusual or unexpected alliances based on mutual interests

Multiple advocacy training approaches

Advocacy as a core course

- Covers multiple advocacy skills
- Required course

Public health survey/introductory course

- Offers introduction to a wide variety of public health issues
- Limited exposure to advocacy skills

Specialized programs

- Advocacy certificate
- Program concentrations in advocacy
- Activist labs

Simmons MPH – "Committed to Equity and Social Justice"

- Lead with racial and social justice lens
- Emphasize health equity & structural determinants
- Focus on upstream policy action to sustainably address root causes
- Advocacy course required for all students



Simmons UNIVERSITY
Master of Public Health Program

Simmons – Advocacy as a core course

Health Advocacy, Community Organizing, & Innovation

MHEO 465 | 3 credits

This course prepares students with skills of community organizing and health advocacy. Students learn key concepts and strategies, including base building, framing, assessing opportunity structure, goal setting, and effective health advocacy techniques. Students explore case studies and oral histories illuminating various models of change, including social movements, social innovation, social entrepreneurship, microdevelopment, and people-centered budgeting. Students critically analyze past innovations and identify opportunities to address health inequities and power imbalances shaping community health.

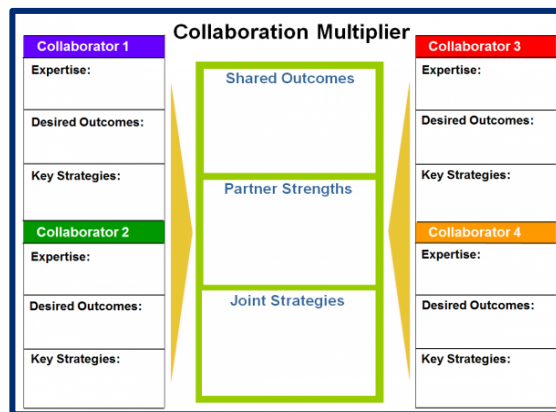
Course Objectives

- Advocate for equity within public health programs, policies and systems for diverse populations
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- Employ skills of community organizing, mobilization, and participatory methods to engage community members in assessing and/or addressing community health issues
- Demonstrate skills to analyze and evaluate advocacy and policy change efforts
- Engage in service-learning with a local organization to observe, appreciate, and contribute to the skills of advocacy and organizing

Simmons – Advocacy teaching approach



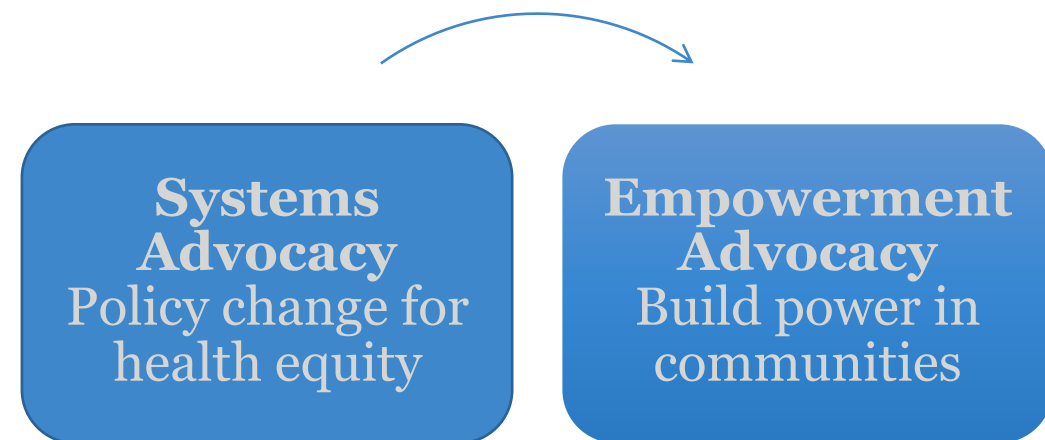
STRIPED, Power Prism Advocacy Framework



Prevention Institute, Collaboration Multiplier



Policy Link, Getting Equity Advocacy Results



- Focus on identifying key decisionmakers
- Aim to develop policy responsive to community needs
- Use of multiple frameworks, including in combination
- Building confidence in one's ability to do advocacy is a critical aspect

Simmons – Teaching strategy

In-class strategies to build skills

- Community organizing and mobilization
- Framing and identifying issues
- Strategy development, tactic selection
- Identifying targets (power mapping, force field analysis, etc.)
- Evaluate advocacy activity & impact of organizations across sectors

Experiential learning for application

- Service-learning for real-world organizing and advocacy experience
- Direct engagement with long-time activists and advocates on the ground
- Opportunity to practice skills, build self-efficacy
- Challenge ideas about what organizing and advocacy is

PRACTICE

PRACTICE

PRACTICE

Simmons – Assessment

- Scaffolded group assignments modeling real advocacy
 - Coalition building
 - Strategy planning
 - Evaluation planning
- Reflective writing assignments
 - Connect practice with course content
 - Evaluate growth through experience
- Conference-style poster presentation
 - Analyze strategies
 - Evaluate innovations
 - Showcase what they've done!

JUSTICE IS GLOBAL: COLLABORATING ON CLIMATE CHANGE MESSAGING

ORGANIZATION OVERVIEW

- An international grassroots advocacy organization focused on climate cooperation.
- **The approach:** We can shift the global political agenda by building enough grassroots power.
- The US climate movement has proved that organizing for a transformational policy agenda works.
- With enough voice, we, as a movement, can shift political possibilities and address climate change.

ACTIVITIES

- Researched advocacy messaging
- Joined JIG monthly community call.
- Developed a volunteer-facing information document on international climate cooperation.

ORGANIZING AND ADVOCACY

- Community Organizing Traditions
 - Use of diverse communication (zoom calls, tweets, in-person events, etc.)
 - Integrating government and non-government organizations
- Addressing systemic and structural issues of power and access to power (Ganz et al. 2018)
 - Justice is Global is distinctive in their work addressing these issues through:
 - (1) **Structural Reforms.** The theory of change is to organize a grassroots base to campaign for structural reforms that balance moral values and pragmatic politics.
 - (2) **Thought Leadership on Global Cooperation.** They have developed and popularized narratives about the need for global cooperation to address the climate crisis and progressive alternatives to US-China conflict.
 - (3) **National Grassroots Base.** They have grassroots community leaders across the country in support communities, universities, and union locals.

CONCLUSION

This campaign could leverage significant political openings around development financing globally.

Develop a US-based grassroots movement to demand climate justice.

The US government leads the global economic system and, through this campaign, could transform it to be equitable and sustainable.

RECOMMENDATIONS

- Leverage organizations doing similar work (partnerships are key)
- Continue to develop relationships with diaspora communities
- Develop cross-state campaign efforts

SOCIAL INNOVATION ANALYSIS

- **NOVELTY AND IMPROVEMENT**
AND RIGHT NOW THERE'S A MOVEMENT ECOSYSTEM GAP
- **SUSTAINABLE**
 - Continue work over a long period.
 - Climate change is a long-term issue.
 - Justice is Global adjusts as the issues adjust
- **WHAT IS THE VALUE?**
 - **Increase public climate investment** in low- and middle-income countries by reforming multilateral development financing, canceling debt, and moving beyond green subsidies.
 - **Promote shared prosperity** for all with global economic reforms that will bring jobs and green growth globally
 - **Address root causes of global conflict** with climate cooperation between major powers.

RECOMMENDATIONS

- Strengthen international cooperation in order to address all of our shared global challenges
- Reject a worldview of zero-sum competition and conflict between the US and China

JUSTICE IS GLOBAL is a project of People's Action
1130 N Milwaukee Ave, Chicago, IL 60642

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Key takeaways



Focus on the how

Make it real

Avoid assumptions

1. Focus on the how



- ▶ Policy advocacy is problem solving, not problem identification
 - ▶ All training must focus on how to strategically help policy improvements happen
- ▶ There are many tools and tactics that can be used – from direct policymaker engagement to communications to lobbying
 - ▶ Need to distinguish them all for students—tactics are *not* strategy—they are strategic actions
- ▶ Help students understand that advocacy does not always have to yield in sweeping change

2. Make it real



- ▶ Integrate real-world applications
 - ▶ Draw from current events
 - ▶ Presentations from health advocates can provide valuable insights
- ▶ Teach practical skills
 - ▶ Students should learn how to *do* advocacy, not only what it is
- ▶ Show linkages across public health skills
- ▶ Aim to build confidence
 - ▶ Faculty and students should develop confidence to serve as advocates, which can have many different roles at many different levels

3. Avoid assumptions



- ▶ Explain what advocacy is and what it is not
- ▶ Ensure students have foundation in basic civics, policy-/law-making processes
- ▶ Consider needs and perspectives of international students

BUILDING PUBLIC HEALTH ADVOCACY TRAINING

March 2024 | Arlington, VA

We want your input on public health advocacy! As a part of a consensus building initiative for advocacy training, we are planning a Town Hall in conjunction with the ASPPH Annual Meeting in March 2024.

Details to follow!

For more information: bit.ly/phadvocacytraining



JOHNS HOPKINS
BLUMENBERG SCHOOL
of PUBLIC HEALTH

Lerner Center for
Public Health
Advocacy

Resources and materials



▸ Books

- [Be the Change: Putting Health Advocacy, Policy, and Community Organization into Practice in Public Health Education](#)
- [Advocacy for Public Health Policy Change: An Urgent Imperative](#)
- [Policy Engagement](#)
- [Essentials of Health Justice](#) (Ch. 7)

▸ Articles

- [Public Health and Media Advocacy](#) by L Dorfman and ID Krasnow
- [Developing a comprehensive curriculum for public health advocacy, Health Promotion Practice, 2012](#) by A Hines and DH Jernigan
- [Practice-Based Teaching for Health Policy Action and Advocacy](#) by SA Hearne
- [Media Advocacy: Lessons from Community Experiences](#) by DH Jernigan and PA Wright
- [Legislative Health Notes](#) by Health Impact Project
- [CDC Health in All Policies](#)
- [New Zealand's National Health and Disability Advocacy Service: A successful model of advocacy](#) by Jean Drage

Resources and materials



- ▶ Trainings and curricula
 - ▶ Columbia University's [Advocacy Academy](#)
 - ▶ ChangeLab Solutions [Lobbying and Advocacy](#)
 - ▶ Midwest Academy [Organizing and Justice Essential Skills Training](#)
 - ▶ Policy Link's [Getting Equity Advocacy Results](#)
- ▶ Programs and Resources
 - ▶ Johns Hopkins [Public Health Advocacy Certificate](#)
 - ▶ Lerner Center for Public Health Advocacy [resource page](#)
 - ▶ [Boston University Activist Lab](#)
 - ▶ University of South Florida [Activist Lab](#)
 - ▶ Johns Hopkins [Health in All Policies Research Center](#)
 - ▶ Harvard's [Power Prism Advocacy Resource](#)
 - ▶ Prevention Institute's [Collaboration Multiplier](#)
 - ▶ Policy Link's [Getting Equity Advocacy Results](#)

Johns Hopkins

301.645 - Public Health Advocacy



- ▶ Required for some MSPH and PhD students
- ▶ Required for Public Health Advocacy Certificate
- ▶ Elective for MPH students
- ▶ Reaches 300 students, annually
- ▶ Learning objectives
 - ▶ Assess a public health problem and determine tactically when to solve the problem with policy strategies versus behavioral education
 - ▶ Analyze the legislative, administrative and judicial intervention points for policymaking and identify where to effectively target advocacy efforts
 - ▶ Identify and evaluate advocacy strategies, such as coalitions, grassroots, and paid and earned media outreach, in order to create specific advocacy campaigns
 - ▶ Dissect policy-oriented communications and develop personal skills to effectively translate and advocate for public health improvements to policymakers, the press and the public

Johns Hopkins

301.645 - Public Health Advocacy



- ▶ Assignment #1 – Advocacy Campaign 20%
 - ▶ Each student is to identify a public health problem and outline a policy solution and a public health advocacy campaign for remedying that public health problem. Your policy solutions can be on the international, national, state, or local level.
- ▶ Assignment #2 – Letter to the Editor (LTE) 20%
 - ▶ Each student will write a letter to the editor in response to one of two to three selected newspaper articles on a public health topic.
- ▶ Assignment #3 Final Assignment – Mock Hearing on Public Health Funding 40%
 - ▶ There are two parts to the final assignment:
 - Oral Testimony for Mock Hearing (20%). Each student will be given two (2) minutes to present oral testimony in a Mock Hearing.
 - Written Testimony (20%). Each student will submit written testimony related to your oral testimony not to exceed three (3) double-spaced pages.

Public health advocacy definitions



- ▶ "strategic actions taken to drive political, social, or economic policies and programs that will improve health and equity in diverse populations"¹
- ▶ "Advocacy is the pursuit of influencing outcomes—including public-policy and resource allocation decisions within political, economic, and social systems and institutions—that directly affect people's current lives."²
- ▶ "To advocate is to act in support of a particular issue or cause. Being a public health advocate gives you the opportunity to influence the way the public and policy-makers think and act on public health policies."³

1. Hearne S, Jernigan D. Who Will Advocate for the Public's Health. *Journal of Public Health Management and Practice*. in press.

2. Cohen D, De la Vega R, Watson G, Oxfam A, Advocacy I. *Advocacy for social justice : a global action and reflection guide*. Kumarian Press Bloomfield, CT; 2001.

3. American Public Health Association. Get the facts on advocacy at APHA. Accessed 10/3/23. <https://www.apha.org/policies-and-advocacy/advocacy-for-public-health/coming-to-dc/get-the-facts-on-advocacy-at-apha>

Access this and past presentations



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