Logistics

Up to 1.0 CPH recertification credit

Slides & recording on website within 24 hours
Access this and past presentations

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.
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...
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
Greater than 1 in 3 public health professionals whose jobs require them to influence policy report they are unable to do so

Many schools and programs include advocacy in a survey course and do not provide comprehensive skills

Little guidance on definition of advocacy and guidance for specific skills and knowledge

Faculty have limited advocacy experience or harbor concerns


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, 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
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.)."
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

<table>
<thead>
<tr>
<th>Policy development and program planning</th>
<th>Communication skills</th>
<th>Community partnership</th>
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<tbody>
<tr>
<td>• Translate complex public health problems into actionable policy solutions</td>
<td>• Use communications platforms to educate and advance advocacy objectives</td>
<td>• Engage communities in mapping their power centers and advocating for change</td>
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<td>• Identify appropriate level for targeted policy change</td>
<td>• Identify and engage with diverse audiences for policy change</td>
<td>• Identify, study, and mobilize responses to entities opposing public health policy changes</td>
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<td>• Assess critical factors that influence policy development &amp; implementation</td>
<td>• Frame public health needs and solutions using nonpartisan messaging tactics</td>
<td>• Build unusual or unexpected alliances based on mutual interests</td>
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Multiple advocacy training approaches

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<th>Advocacy as a core course</th>
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<td>• Covers multiple advocacy skills</td>
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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

Image source: https://blog.getintocollege.com/school-spotlight-simmons-university/
Simmons – Advocacy as a core course

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

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.

https://online.simmons.edu/masters/mph/curriculum/course-sequence/?_ga=2.146473203.612173034.1692125452-2093952037.1691415512#465
Simmons – Advocacy teaching approach

Systems Advocacy
Policy change for health equity

Empowerment Advocacy
Build power in communities

- 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

STRIPED, Power Prism Advocacy Framework
Prevention Institute, Collaboration Multiplier
Policy Link, Getting Equity Advocacy Results

https://www.hsph.harvard.edu/striped/the-power-prism-advocacy-framework-policymakers/
https://www.preventioninstitute.org/tools/collaboration-multiplier
https://gear.policylink.org/
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
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!
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
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
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
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
  ▸ Mobilizing the Next Generation of Health Advocates by E Thomas
  ▸ Educating for Advocacy by S Radius
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
  - SOPHE's Advocacy Efforts
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
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

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