



ELEC 705, HEALTH ADVOCACY ELECTIVE ROTATION SYLLABUS
 ROTATION LENGTH TBD
 CLINICAL EDUCATION

1. Contact Information

Course Director				
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2. Course Description/Overview

The Health Advocacy Elective Rotation serves as an introduction to health policy and advocacy. The learner will gain skills to understand health systems and advocate for improvements at the local, state or national level. The rotation provides dedicated time for knowledge acquisition through engagement in online curricula, and for practical advocacy engagement with local representatives, community advocacy sites, state legislatures or other determined sites under the direction of a faculty mentor (preceptor). A preceptor must be identified (with prior approval from the Course Director) to supervise the student’s activities during this rotation. Selected advocacy topics must have approval of the Course Director and the student’s preceptor.

3. Course Purpose/Goals

The objective of the Health Advocacy Elective Rotation is to provide the student exposure to health policy and advocacy issues including, but not limited to ensuring access to care, navigating health systems, mobilizing resources, addressing social determinants of health and health inequities, influencing health policy and creating systems change. The goal of the rotation is provide the student with professional knowledge and skills for entering residency.

Nationally, there is a move to utilize EPAs to ascertain a student’s residency preparedness.

EPA 1: Gather a history and perform a physical examination.

EPA 2: Prioritize a differential diagnosis following a clinical encounter.

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- EPA 3: Recommend and interpret common diagnostic and screening tests.
- EPA 4: Enter and discuss orders and prescriptions.
- EPA 5: Document a clinical encounter in the patient record.
- EPA 6: Provide an oral presentation of a clinical encounter.
- EPA 7: Form clinical questions and retrieve evidence to advance patient care.
- EPA 8: Give or receive a patient handover to transition care responsibility.
- EPA 9: Collaborate as a member of an interprofessional team.
- EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management.
- EPA 11: Obtain informed consent for tests, research, and/or procedures.
- EPA 12: Perform general procedures of a physician
- EPA 13: Identify system failures and contribute to a culture of safety and improvement.

The EPAs specifically addressed by this elective rotation are:

Course Learning Objectives	Methods of Assessment	Learning Activities
EPA 7: Form clinical questions and retrieve evidence to advance patient care	Preceptor feedback, online quizzes, writing assignments, oral presentation, preceptor evaluation	Directed study, completion of online modules, videos, meetings with local representatives and advocacy groups
EPA 9: Collaborate as a member of an inter-professional team	Preceptor feedback, online quizzes, writing assignments, oral presentation, preceptor evaluation	Directed study, completion of online modules, videos, meetings with local representatives and advocacy groups
EPA 13: Identify system failures and contribute to a culture of safety and improvement	Preceptor feedback, online quizzes, writing assignments, oral presentation, preceptor evaluation	Directed study, completion of online modules, videos, meetings with local representatives and advocacy groups

4. Course Format and Logistics

Didactics for this elective rotation are presented through online coursework. Links to required modules can be found here:

- STFM Advocacy Modules: [STFM Advocacy Modules](#)
- EdX United States Health Policy Course: [EdX US Health Policy Course](#)
- EdX Fundamentals of Advocacy in Health Policy: [EdX Fundamentals of Advocacy Course](#)
- Project Implicit: [Implicit Bias Testing](#)

For research and selection of an advocacy topic, see <https://www.apha.org/topics-and-issues> or choose from the list below:

- | | |
|--|---|
| <ul style="list-style-type: none"> ■ Climate change ■ Chronic disease ■ Social determinants of health ■ Food insecurity, food bank ■ Affordable Housing, rental assistance, shelter ■ Occupational health ■ Gun violence ■ Substance use disorders ■ Reproductive health/women's rights ■ Human trafficking ■ Domestic violence ■ Sexual assault | <ul style="list-style-type: none"> ■ Immigrant health/rights ■ LGBTQ health/rights ■ Mental health, support groups ■ Legal assistance ■ People with disabilities health ■ Geriatric/senior health ■ End of life care (Death with Dignity Act) ■ Veterans Health ■ Native American Health ■ Environmental Health (pollution, clean energy, safe areas to walk/exercise, pesticide use and effects) |
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Depending on topic selection, additional coursework (online didactics, directed study) may be assigned.

5. Course Calendar/Schedule			
Learning Activity Date	Subject Matter/Description	Learning Activity Type (Lab, Lecture, etc.)	Time
Week 1	Explore topics for consideration: https://www.apha.org/topics-and-issues	Research online	Variable
Week 1	Complete STFM Advocacy Modules 1-5: STFM Advocacy Modules <ol style="list-style-type: none"> 1. Getting Started in Advocacy 2. Prepare and Make Contact 3. The One Pager 4. The Visit 5. Maintaining the Relationship 	Directed Study, End-of-module online quizzes	1 hour
Week 1	Implicit Bias: Implicit Bias Testing Choose and take 3 Implicit Bias Tests	Directed Study, online tests	1 hour
Week 1	Assigned Reading & Videos: social determinants of health, health equity <u>Required Articles</u> <ul style="list-style-type: none"> • Health promotion, advocacy and health inequalities: a conceptual framework https://academic.oup.com/heapro/article/15/4/369/595953 • WHO Report on, “Closing in the gap in a generation: Health equity through action on the social determinants of health” https://www.who.int/social_determinants/thecommission/finalreport/en/ <u>Required Videos</u> <ul style="list-style-type: none"> • TEDx talk, A Recipe for Health Equity in the 21st Century, Dr. Renaisa Anthony (18 minutes) https://www.youtube.com/watch?v=ywQJGnzQKGs • TEDx talk, A traditional Lakota approach to health equity, Dr. Donald Warne (19 minutes) https://www.youtube.com/watch?v=3phTundagzQ • TEDx talk, Social Determinants of Health, Dr. Claire Pomeroy (15 minutes) https://www.youtube.com/watch?v=qykD-2AXKIU • IHI Triple Aim & Social Determinants of Health (4 minutes) https://www.youtube.com/watch?v=OtyfORsSCTs • IHI What is Health Equity, and Why does it Matter? (4 minutes) https://www.youtube.com/watch?v=CwBEkGurMiY <u>Optional website resources for further exploration on Social Determinants of Health & Health Equity</u> <ul style="list-style-type: none"> • Healthy People 2020: Social Determinants of Health https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health 	Research online, Directed Study	2 hours

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	<ul style="list-style-type: none"> Healthy People 2020: Health Disparities & Health Equity https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities Institute for Healthcare Improvement (IHI) http://www.ihl.org/ CDC Social Determinants of Health Research https://www.cdc.gov/socialdeterminants/index.htm AAFP EveryONE Project Toolkit https://www.aafp.org/patient-care/social-determinants-of-health/everyone-project/eop-tools.html 		
By end of Week 1	<p>Reflection 1: Social Determinants of Health</p> <p>Reflect on how implicit biases may influence social determinants of health, and contribute to health inequalities. Identify possible actions you can take address implicit bias and promote health equity in your community.</p>	Writing Assignment	Variable
Weeks 1 - 2	<p>EdX Course: United States Health Policy EdX US Health Policy Course</p> <ul style="list-style-type: none"> Session 1.1: Intro to US Health Policy, 9 topics Session 2.1: Medicare Parts A and B, 5 topics Session 2.2: Medicare Parts C and D, 6 topics Session 3.1: Medicaid, Part 1, 8 topics Session 3.2: Medicaid, Part 2, 5 topics Session 4.1: Basics of Health Care Financing and Payment, 6 topics Session 4.2: Private Health Insurance, 7 topics Session 5.1: Quality and the Challenges in High Quality Care, 4 topics Session 5.2: Addressing Challenges in Quality, 4 topics Session 6.1: Long-term Care Basics, 7 topics Session 6.2: Behavioral Health Policy, 5 topics Session 7.1: Pharmaceutical Policy, 7 topics Session 7.2: US Public Health Policy, 8 topics Session 8.1: Health Care Workforce, 6 topics Session 8.2: Medical Liability as a Health Policy Issue, 7 topics Session 9.1: Public Opinion and US Health Policy, 4 topics Session 9.2: Oral Health Policy, 6 topics Session 10.1: Global Context of US Health Policy, 7 topics 	Directed Study, End-of-topic online assessments	50 hours
Weeks 1 - 2	<p>EdX Course: Fundamentals of Advocacy in Health Policy EdX Fundamentals of Advocacy Course</p> <ul style="list-style-type: none"> Advocacy Culturally Competent Evidence Based Advocacy Strategies Creating Health Policy Changes to Influence Quality 	Directed Study, End-of topic online assessments	10-20 hours
Attend as available	<p>Advocacy Activity 1: Find City Council Webpage and attend City Council meeting (if not possible watch recording online/review recent topics)</p> <p>Reflection 2: City Council & Community Health, write a 1 page reflection on what you learned from the experience</p>	Meeting, Writing assignment	Variable
Week 2	<p>Topic Selection: Inform preceptor of chosen advocacy topic. Topic must be approved by preceptor and Course Director. Write a one-page paper that explains why you chose the topic, and identifies 3 local agencies addressing your chosen advocacy topic.</p>	Directed Study, Writing assignment	Variable
By end of Week 2	<p>Identify non-profits in the area related to your topic and contact 1-3 of them, or alternatively, contact the public health department. Arrange a meeting with a staff member at a non-profit/public health department to discuss how your topic affects your local community. Discuss talking points with preceptor prior to meeting.</p>	Directed study	Variable
By end of course	<p>Advocacy Activity 2: Meet with a local non-profit/public health department to discuss your topic.</p> <p>Reflection 3: Health Advocacy Local Resources – reflect on what you learned about advocacy for your topic from your meeting.</p>	Meeting, Writing assignment	Variable

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Week 3	Advocacy Activity 3: Find district legislator's name and address/ Find US legislators for your state. Read what committees they serve on and what past legislation relevant to your topic they have written or co-sponsored. Read about policy related to your topic on the community or state level. Discuss talking points with preceptor prior to meeting with legislators.	Directed Study	Variable
By end of week 3	Complete The One Pager (review STFM Advocacy Module 3) For more direction or if you would like to write a piece longer than a one-pager, please read "How to Write a Health Policy Brief" http://farleyhealthpolicycenter.org/wp-content/uploads/2018/06/Wong-et-al-2016-How-to-Write-a-Health-Policy-Brief.pdf	Writing assignment	Variable
By end of course	Advocacy Activity 4: Meet with local representative - city council or state level, to discuss your topic and one pager. If it is impossible to meet in person, send an email to your representative discussing the issue.	Meeting	Variable
By end of course	Advocacy Activity 5: Give an oral presentation on your topic/what you learned from the course at didactics or to a preclinical club	Oral presentation, 20 minutes	Variable
By end of course	Advocacy Activity 6: Write an opinion-editorial and submit to local newspaper, or write a blog post and submit to The DO, PNWU blog, AAFP Blog (or similar) about your topic and experience For more direction on writing an opinion-editorial (or OpEd), please view -"How To Write an Editorial" https://www.nytimes.com/video/opinion/100000002691088/how-to-write-an-editorial.html -"Tips For Aspiring Op-Ed Writers" https://www.nytimes.com/2017/08/25/opinion/tips-for-aspiring-op-ed-writers.html	Writing assignment	Variable
By end of course	Reflection 4: reflect on what you learned during this health advocacy elective, how it will impact your future clinical practice and professional goals, and how this course could be improved	Writing assignment	Variable

6. Course Format

This rotation is organized into weeks, scheduled from Monday of the first day through Sunday of the last day. Students must identify a preceptor for this rotation at least 2 weeks prior to starting – if needed, contact Dr. Sorrells for assistance in identifying a suitable mentor.

The approximate schedule for this rotation is highlighted above. The rotation is designed as an independent advocacy elective with no required attendance, but effort should be a minimum of 40 hours per week. Communicate with your preceptor with any questions, or for guidance on reflections and other course deliverables.

7. Course Logistics

All writing assignments, and the slides/outline for your oral presentation should be submitted via Moodle. Keep a daily work log reflecting your readings and activities in **E*Value**. Completion of all online assessments associated with the STFM online modules and EdX coursework should be logged in **E*Value**.

8. Learning Assessment

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Formative Assessments			
Assessment	Type	Due Date	Pass/Fail
Reflection 1	Writing Assignment	End of Week 1	Pass/Fail
Reflection 2	Writing Assignment	End of course	Pass/Fail
Advocacy topic selection	Inform Preceptor, One-page draft paper	End of Week 2	Pass/Fail
Reflection 3	Writing Assignment	End of course	Pass/Fail
The One Pager	Writing Assignment	End of Week 3	Pass/Fail
Oral Presentation	Submit slides and/or outline	End of course	Pass/Fail
Opinion-Editorial or Blog	Writing Assignment	End of course	Pass/Fail
Reflection 4	Writing Assignment	End of course	Pass/Fail
Summative Assessments			
Assessment			Pass/Fail
Preceptor Evaluation of Student Performance			Pass/Fail
Attendance/Participation (any unexcused absence constitutes a fail)			Pass/Fail

Grades for this course are Pass/Fail. All assessments must have a grade of "Pass" to pass a rotation. Any of the summative assessments with a "Fail" will require remediation of the rotation. Students who have not completed the rotation satisfactorily will be referred to Student Progress Committee for determination of remediation.

9. Exam Policy

No end-of-service examinations are given by PNWU during electives. Students in their fourth year should be preparing for COMPLEX 2 CE & PE during their rotations.

10. Course Textbooks & Supplies

Required Textbooks

Title/ISBN	Author/Publisher/Edition
None. Refer to links above. Preceptor may recommend additional reading materials.	

11. Student Roles and Responsibilities

Links to current Student Catalog and Student Handbook:

<https://www.pnwu.edu/students/student-catalog>

<https://www.pnwu.edu/students/student-handbook>

a. Student Professionalism

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Professional behavior is expected at all times during this course. It is important that students learn to discuss topics of a sensitive nature in a caring and professional manner. Use of cell phones or texting during class is prohibited. For further clarification of student professionalism expectations, see Student Catalog.

b. Honor Code

The highest standards of academic honesty are required of all PNWU-COM students at all times. It is expected that no PNWU student will be dishonest in any way, or give the impression of dishonest behavior, nor will PNWU students tolerate dishonesty in others. Disciplinary action may occur as a result of failure to comply with these standards.

c. Academic Support

Students in need of peer tutorial assistance are directed to contact Rica Amity, PhD, Learning Skills Specialist (ramity@pnwu.edu.) Though the Assessment Department strives to accommodate all tutorial assistance requests, priority will be given to students who demonstrate need based on their academic performance.

The most successful students will practice the following behaviors:

First day

- Share contact information with the preceptor and learn what expectations of communication are.
- Ensure the preceptor has a copy of the PNWU syllabus for the course.
- Ask about the regular schedule, and notify the preceptor if there are any excused absence days.

Daily

- Be on time and prepared with what is needed.
- Read or do modules as assigned.
- Log every day the items you worked on. Be sure to verify completion of any online assessments in E*Value.
- Be prepared to assist in any opportunities that present.
- Be enthusiastic. No matter what your area of future specialization is in your interest, a student will be exposed to cases and situations that may not be seen again in their career.

Weekly

- Participate.
- Be prepared.
- Ensure progress towards your health advocacy topic goals.
- Review progress on logs and check-in with the growth of your understanding.

End of Rotation

- The student should ask for a final review of his/her performance during the last week of the rotation. Students should be receiving feedback from the preceptor informally daily on performance and areas needing improvement. Supplying the preceptor with a paper copy of the evaluation will help secure completion of the evaluation while the student's

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performance is fresh in the preceptor's mind. If the student has felt especially positive about the interactions, the student should consider asking the preceptor if he/she would be willing to write a strong letter of recommendation.