

Teaching Advocacy
The Tufts Course
Leadership and Advocacy in Public Health
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Anthony L. Schlaff, MD,MPH
Director, Public Health Program
Tufts University

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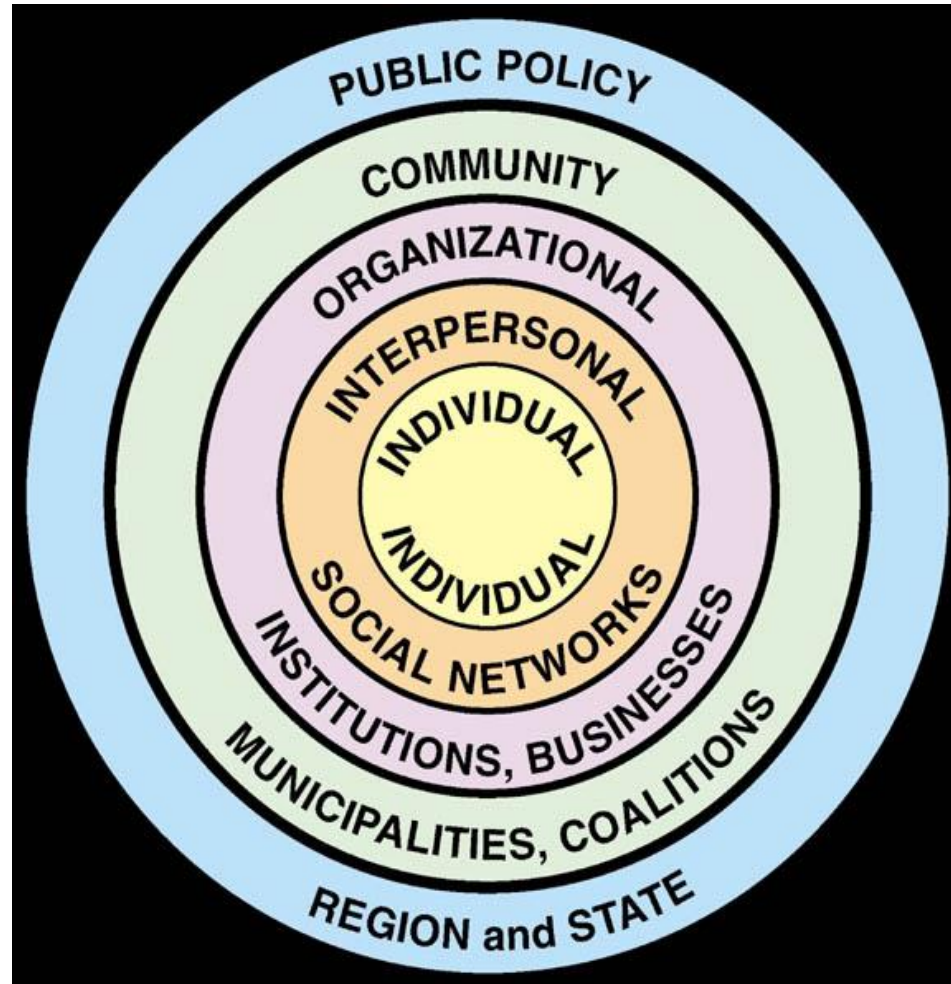
Objectives/Outline

- Context of Course
 - Why advocacy AND leadership?
- Outline of Course
- Description of Student Assignments
- Future challenges
 - For teaching advocacy
 - For the public health enterprise

The Tufts Context

- The Tufts MPH
 - Interdisciplinary with many combined degrees
 - Social justice mission
- The Tufts DrPH
 - Public Health Leadership
- The students
 - Getting younger
- The jobs
 - Few are explicitly about social justice

The Socio-ecological model



The dilemma?

- Where are the jobs?
 - Health sector
 - Organizations and Communities
- What do the jobs seek to do?
 - Change behavior
- Where is the power in the model?
 - Other societal sectors
 - Policy

What is Public Health?

- Prevention
 - Equals Change
 - The problems we have to solve are the ones nobody has solved yet!
 - Targeted to root causes
 - Which means changing fundamental societal structures
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- Are we preparing our students to do this?

Public Health Challenges

- The existing infrastructure
- Obesity, emerging infections, graying of population
- Climate Change
- Sustainable economies for 10 billion people
- Social Determinants of Health
 - It's about wealth and power
 - It's about redistributing wealth and power

Educational Challenges

- We do need to prepare our students for jobs
- Politics and advocacy “aren’t academic”
- To be academic is to be objective
- To be fair is not to judge students’ ideology
- All students need to feel safe

Responses

Part I

- Jobs....but a little bit more?
- Protecting existing infrastructure...or a little bit more?
- Public Health is explicitly about science AND about politics and policy (that's what the word "public" implies!)

Response

Part 2

- There's a difference between neutral and objective
 - Neutral means supporting the status quo
- Students have to judge their own ideology
 - We are at equilibrium with current environment
 - We tend to regard it as the norm
- Safe need not mean comfortable
 - Students need to have their assumptions challenged (and be rewarded for defending them)

So why advocacy AND leadership?

We have to get our students thinking more deeply about what they are advocating for

The course

- Semester course: 3 hours per week
- Health Education Advocacy Summit integrated into course
- Doctoral students and MPH students with permission

Sessions on Leadership

- Introduction
 - Attributes of leadership
- Leadership at the Organizational and Community Levels
 - Focus on upper levels of socio-ecological model
 - Tools and strategies – organizations, teams, coalitions, and community organizing
- Reinventing Public Health
 - Intellectual and political challenges
 - Critical partnerships
 - Example: Corporate laws and structures as root causes

Sessions on Advocacy

- Legislative and Regulatory Processes
- Intro to Advocacy: Capturing Political Will
- Current public health issues – state
- Current public health issues – federal
- Summit: preparation, attendance, debriefing
- Analysis of Congressional Visit
- Special Topics

Assignments

- Leadership Reflection
- Analysis of Congressional Visit
- Legislative Analysis
- Comprehensive Advocacy Strategy

Legislative Analysis - Basics

- Title and Bill number
- Who introduced bill and/or on behalf of whom
- Brief summary (two sentences max)
- Purpose of the bill, especially gaps being addressed
- Comparison of senate and house versions of bill
- Recommendation and supporting arguments
- Summary of suggested amendments
- Legislative history
- Program background

Legislative Analysis – Critical Details

- Experience of other states
- Fiscal, economic and legal impact
- Published criticisms, problems or benefits
- Supporters and opponents
- Political analysis, e.g. special interests that will make or break the bill
- Arguments pro and con (including what the science shows)

Legislative Analysis – More Critical Details

- Departments that may be affected
- New or increased fees
- Regulatory requirements
- Likelihood of enforcement
- Legislative or Committee report (if available)
- Legislative staff contact
- Departments' positions
- Agency secretary's position
- Governor's position

Advocacy Strategy

Assignment in Development

- Policy goal
- Target audience
- Identifying allies; joining or creating coalition
- Identifying opponents and steps to reduce their influence
- Key messages
- Advocacy role
- Activities
- Monitoring and Evaluation

The critical advocacy skill?

Framing the issue

- **What values are most important to your target audience?**
- **Equity**
- **Liberty**
- **Security**
- **Efficiency**

Future Challenges

- Legitimizing advocacy
- Acknowledging ideology in all frameworks
- Getting our students out of equilibrium
- Preparing our students for:
 - The scope and scale of the problems
 - The size and power of opponents of public health as a social justice enterprise
 - While allowing them to start somewhere.....