

Lessons in Advocacy

for Future Health Professionals

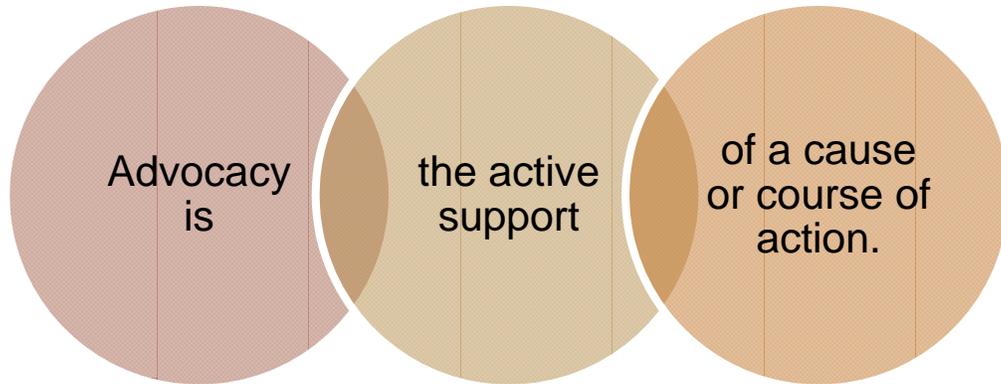


HOSA

09

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INTRODUCTION

This document is designed to provide HOSA Advisors and Health Science teachers with the tools they need to plan and deliver instruction on the topic of **advocacy**.

While designed for the classroom, some of these lessons can be adapted for and used at HOSA chapter meetings.

OBJECTIVES: Upon completion of all five lessons, students will be able to:

- Analyze different levels and methods of advocacy.
- Discuss the value of healthcare advocacy.
- Interpret and communicate about selected healthcare issues.
- Advocate for HOSA.

ACTIVITIES IN THESE LESSON PLANS ALIGN TO THESE NATIONAL HEALTHCARE SKILL STANDARDS:

-
- 2.11 Interpret verbal and nonverbal communication.
 - 2.12 Report relevant information in order of occurrence.
 - 2.13 Apply speaking and active listening skills.
 - 2.31 Recognize the elements of written and electronic communication (spelling, grammar, formatting and confidentiality).
 - 2.32 Describe techniques for planning and organizing written documents.
 - 3.11 Understand the healthcare delivery system (public, private, government, and non-profit).
 - 3.12 Explain the factors influencing healthcare delivery systems.
 - 4.11 Classify the personal traits or attitudes desirable in a member of the healthcare team.
 - 4.22 Exemplify professional characteristics.
 - 8.11 Understand roles and responsibilities of team members.
 - 8.12 Recognize characteristics of effective teams.
 - 8.21 Recognize methods for building positive team relationships.
 - 9.11 Apply behaviors that promote health and wellness.
 - 11.21 Communicate using technology (fax, e-mail, and Internet) to access and distribute data and other information.

Description:

This PowerPoint is designed to introduce students to the discussion of advocacy. The slides contain questions for students to answer. There are teacher notes in the “notes” pages of the PowerPoint. The format will encourage students to think about advocacy, what it means to them, and how they may choose to be an advocate for a cause or course of action.

Teacher Notes:

With very little prompting, students will be able to answer the questions in the PowerPoint slides and construct knowledge about advocacy. Before showing the slides, assign small groups for discussion purposes.

Time: 30 minutes

Materials:

- PowerPoint
- Data projector

Lesson Instructions:

1. Show the slides in the “Lessons in Advocacy” PowerPoint.
2. Encourage students to think about the questions posed in the slides and respond to the questions in a class discussion.
3. Summarize the lesson by asking three or four students, randomly selected, to define advocacy.

Options:

- You can use the Advocacy Essay lesson to debrief the PowerPoint discussion.

POWERPOINT OUTLINE: LESSONS IN ADVOCACY

Slide 1: Lessons in Advocacy

Slide 2: What is advocacy?

- Advocacy is the active support of a cause or a course of action.

Slide 3: What is “active” support?

- If someone believes in the mission of the American Red Cross but takes no action, is that person a Red Cross advocate?

Slide 4: Advocacy requires _____?

- Is there a time you would NOT want to be an advocate for something?

Slide 5: What can you advocate for?

- Causes
- A course of action

Slide 6: Levels of Advocacy

- Local
- State
- National
- Can advocacy be international?

Slide 7: What is an advocacy group?

- Consider the advocacy groups that follow. What do you think they advocate for?

Slide 8: What is self-advocacy?

- Does it help to be able to advocate for yourself in order to be able to advocate for others?
- What are your rights?

Slide 9: HOSA Advocacy

- If your HOSA chapter decided to advocate for something, what should you do first?

Slide 10: HOSA Advocacy

- Next step – make a plan.
 - What are your goals?
 - What is your timeline?
 - What is your budget?
 - What else?

Slide 11: Healthcare Advocacy

- Do healthcare professionals practice advocacy?
- How and why?

LESSON TWO: ADVOCACY ESSAY

Description:

This is a writing assignment that can serve to debrief the PowerPoint presentation “Lessons in Advocacy” or as a stand-alone assignment. The topic of the essay is:

What is the value of healthcare advocacy?

Teacher Notes:

Before making this assignment, you may ask the class to suggest reminders/tips for writing an essay, or use the basic formula on the following page.

This works as a classroom assignment, homework assignment, or as a simulated HOSA classroom event. If you do it a HOSA event, invite two or three appropriate guests (teachers, administrators, advisory committee members, etc.) to serve as judges.

Time: 60 minutes

Materials:

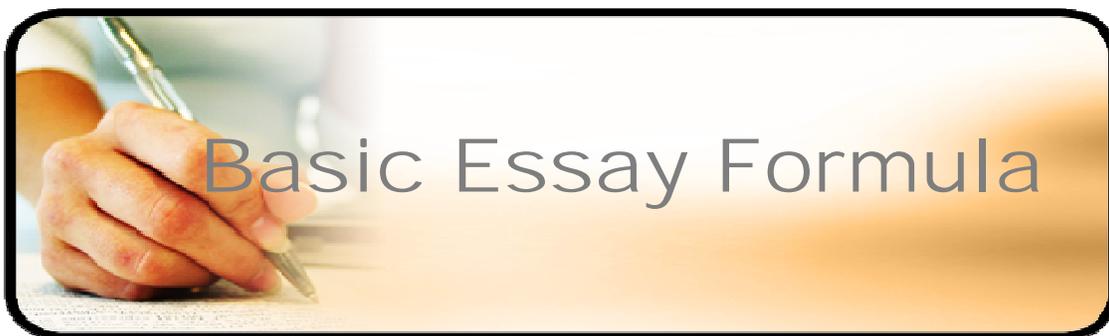
Have students provide pens and notebook paper.

Lesson Instructions:

1. Explain the assignment to the students – they are to write an essay on the topic “What is the value of healthcare advocacy?”
2. You may choose to include instruction on how to write an essay. (Using your school’s essay guidelines or the “Basic Essay Formula” that follows.)
3. Remind students that they will write a rough draft, edit it to assure the use of correct grammar, punctuation and spelling, and then produce a final essay.
4. Review the evaluation process, including a review of the Essay Rubric.
5. Let students know when the essay is due.

Options:

- Include a peer review of the first draft to help improve the final product.
- Select an essay for inclusion in the chapter newsletter, National HOSA E-magazine, or for submission to a school or local newspaper.
- This may be done as a homework assignment. You may wish to give students the option of OR require it be word-processed. If that is the case, be sure to review your document requirements for font, spacing, etc.



1. *Your essay will be five paragraphs in length.*
2. *Think of a statement that summarizes your answer to the question (essay title). This will be your thesis.*
3. *Think of three main points/examples that support your thesis. Each of these points you wish to make will be the main idea for each of the three paragraphs in the body of your essay.*
4. *Write the three main paragraphs (body).*
5. *Write the introduction paragraph. This will include your thesis.*
6. *Write the conclusion paragraph. Your conclusion should describe how the three points you made support your thesis.*
7. *Proofread for grammar, spelling, and clarity.*
8. *Rewrite and submit your final essay.*

Name _____ Date _____

RUBRIC: ADVOCACY ESSAY

Items Evaluated	Points Possible					Points Allocated
	Superior	Excellent	Good	Fair	Poor	
1. Content:						
Coverage of Topic Assigned	20	16	12	8	4	
Creativity/Originality	10	8	6	4	2	
2. Organization:						
Opening Statement	5	4	3	2	1	
Body of Essay	5	4	3	2	1	
Closing	5	4	3	2	1	
3. Coherence of Thought	15	12	9	6	3	
4. Structure:						
Grammar	10	8	6	4	2	
Sentence structure	5	4	3	2	1	
Spelling	10	8	6	4	2	
Punctuation	5	4	3	2	1	
Neatness and legibility	10	8	6	4	2	
Total Points	100	80	60	40	20	

Comments:

LESSON THREE: ADVOCACY BROCHURE

Description:

This assignment gives your students a chance to practice advocacy by creating a brochure for a cause or course of action they are interested in.

Teacher Notes:

This assignment integrates a number of skills, including research, writing, and the use of technology. As opposed to writing papers, creating a brochure forces the student to prioritize information because the space on a brochure is limited. Students need to determine what information they want to communicate, and then communicate effectively in as few words as possible.

Students should identify the subject and target audience of their brochure. Remind students that because this is a school assignment, they should not choose a controversial topic.

Time: 120 minutes

Materials:

- Computer with word-processing software
- Factual information to include in brochure (texts, magazines or the internet)
- Paper and printer

Lesson Instructions:

1. Explain to students that they are to create an advocacy brochure. The brochure must be appropriate for distribution in a school setting, and must be age-appropriate to a selected audience.
2. Ask students to think about and select a cause or course of action they believe in, and would be appropriate to share with the selected audience.
3. Have students find facts and information through research on their selected topic.
4. Have students create an outline of essential information to include on their brochure.
5. Have students create a first draft of the brochure, and have at least two fellow students (peer review) look for spelling and grammar errors. Explain to students that they may NOT produce and distribute a brochure with errors!
6. Tell students the date their brochures are due.
7. Grade brochures.
8. Encourage students to distribute one or more brochures to their target audience.

Options:

- **Students can design their own brochure in a word-processing program, or go to <http://office.microsoft.com/en-us/templates/CT101043031033.aspx>. There are 68 brochure templates online.**
- **Another option would be to download and provide the same brochure template for all students.**
- **You may prefer to give students a list of 4-5 topics to choose from. For example:**
 - **Flu prevention**
 - **Health Science Education**
 - **Stop smoking**
 - **Medical breakthroughs**
 - **Taking care of you! (promoting good nutrition and exercise)**

Name _____

Date _____

RUBRIC: ADVOCACY BROCHURE

Items Evaluated	Points Possible					Points Allocated
	Superior	Excellent	Good	Fair	Poor	
1. Content: Contains important information with accurate facts.	20	16	12	8	4	
Information is clear and concise.	10	8	6	4	2	
2. Organization: Attractive formatting	10	8	6	4	2	
The information is well organized.	5	4	3	2	1	
Use of color.	5	4	3	2	1	
Mix of graphics/photos and text.	5	4	3	2	1	
Font size.	5	4	3	2	1	
3. Overall effectiveness of brochure	15	12	9	6	3	
4. Composition: Grammar	10					
Spelling	10					
Punctuation	5					
Total Points	100	60	45	30	15	

Comments:

LESSON FOUR: INTERNET RESEARCH

Description:

The purpose of this assignment is to encourage students to learn before they act. As future healthcare providers, they will want to have a working understanding of the healthcare industry. Equally as important, students need to know how to evaluate the information they find on the web.

Teacher Notes:

Begin by asking students “How factual and reliable is the information you find on the internet?” Make sure they understand how the internet works, and that it is a mix of accurate information and misinformation.

Next, ask students about their comfort level and experience in doing internet research. Have them hold up from 1 – 5 fingers, showing their comfort level and experience with internet research (5 being the most experienced) and then pair students up based on their self-evaluation. Pair up fives with ones, fours with twos, etc.

This assignment works best if you have access to an internet lab.

Time: 45 minutes

Materials:

- Computers with Internet access
- Paper/pencil for taking notes
- Worksheet: Internet Research (1 per pair)

Lesson Instructions:

1. Explain to students that they will be working in pairs to do internet research to answer the question “What is the true state of health care in America?”
2. This topic is intentionally broad to give pairs some latitude in their search for information.
3. Each team will identify four important facts about the state of healthcare in America. For each fact, they need to identify the web resource and organization who sponsored the site. They will also need to determine (in their own judgment) if any bias might exist in the information from this particular source.
4. Debrief the activity by letting pairs share at least one of their important facts.

Options:

- Create a classroom bulletin board with important facts about the state of health care in America.

Names _____ Date _____

INTERNET RESEARCH WORKSHEET

Important Fact

Resource _____

Bias? _____

Important Fact

Resource _____

Bias? _____

Important Fact

Resource

Bias? _____

Important Fact

Resource _____

Bias? _____

LESSON FIVE: HOSA ADVOCACY

Description:

This assignment combines everything that students have learned about advocacy with an opportunity to practice political advocacy in the support of a bill that is currently in Congress.

Teacher Notes:

This lesson supports House Resolution #2946, The Health Care Professional Pipeline Act of 2009. If passed, HR #2946 would instruct the Health and Human Services Secretary to create a competitive grant where organizations like HOSA can receive funding for recruiting and preparing students for career and volunteer opportunities as future health care professionals and increase the emergency preparedness capabilities of our communities.

You may want to have students use the internet to find out who is their representative in Congress, or you may find and print that information for students.

Time: 60 minutes

Materials:

- Congressional contact information
- House Resolution #2946 (1 per student)
- Contact Form (1 per student)

Lesson Instructions:

1. Begin by giving students a copy of House Resolution #2946. (Included in this lesson plan packet.) Have them read the bill and then discuss, as a class, what the bill is about.
2. Ask students to identify their congressional representative. Most (possibly all) of your students will have the same representative. To be sure, you can go to <http://www.house.gov/> and enter your students' zip code in the top left corner of the website to identify their congressional representative.
3. There will be a menu bar at the top of the congressional representative's website. Click on "contact" and you will find complete address and phone contact information, as well as addresses of congressional offices in your area.
4. Have students choose a format for contacting his/her representative in support of HR #2946.
5. After making the contact and turning in contact forms, debrief the activity as a class. What did they learn about advocacy, and do they believe they will practice political advocacy for a cause or concern in the future.

Names _____ Date _____

CONTACT FORM: HR-2946

Using the contact information for your congressional representative, choose one or more of the following advocacy methods.

- A. **Call your representative** – a telephone call is a good way of letter your legislator know your views on HR #2946. Every phone call makes a difference.
- B. **Write a letter** – letters can also make a difference, although they usually take longer to get to the representative.
- C. **Send an Email** – be sure to write in the subject line “In support of HR #2946.”
- D. **Visit your representative** – legislators visit their home district from time to time. If your legislator is not in the office, meet with a staff member to express your views.

Invite your parents or other family members to also join you in your advocacy efforts.

Whom did you contact? _____

When? _____

What method did you use? _____

Describe your contact experience:

Did you approach another person, such as a family member, to also advocate for HR-2946? _____

If “yes”, what happened?

111th CONGRESS

1st Session

H.R. 2946 (ih) To amend the Public Health Service Act to authorize a grant to a qualified youth-serving organization for recruiting and preparing students for careers and volunteer opportunities as future health care professionals, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

June 18, 2009

Mr. Hinojosa (for himself and Ms. Granger) introduced the following bill; which was referred to the Committee on Energy and Commerce

A BILL

To amend the Public Health Service Act to authorize a grant to a qualified youth-serving organization for recruiting and preparing students for careers and volunteer opportunities as future health care professionals, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "**Health Care Professional Pipeline Act of 2009**".

SEC. 2. RECRUITING AND PREPARING FUTURE HEALTH CARE PROFESSIONALS.

Title XXVIII of the Public Health Service Act (42 U.S.C. 300hhb et seq.) is amended--

- (1) by redesignating sections 2814 and 2815 as sections 2815 and 2816; and
- (2) by inserting after section 2813 the following:

SEC. 2814. RECRUITING AND PREPARING FUTURE HEALTH CARE PROFESSIONALS.

- (a) Purpose.--The purpose of this section is to recruit and prepare more than 500,000 students in secondary schools, institutions of higher education, and continuing education programs for careers as future health care professionals by the year 2014 including volunteer opportunities in the Public Health Service and the Medical Reserve Corps under section 2813.

- (b) Emergency Preparedness Pipeline Grant.--The Secretary shall make a grant to a qualified youth serving organization for establishing and expanding emergency preparedness pipelines consisting of--
 - (1) health science curricula in secondary schools, institutions of higher education, and continuing education programs that prepare students for careers as future health care professionals; and
 - (2) school-based emergency preparedness chapters described in subsection (c).
- (c) School-Based Emergency Preparedness Chapters.--A school-based emergency preparedness chapter described in this subsection must meet each of the following:
 - (1) The chapter is administered by a qualified youth-serving organization.
 - (2) The chapter recruits and prepares students for Federal, State, community, and school public health emergencies under the administration of a qualified youth serving organization.
 - (3) The emergency preparedness training of the chapter--
 - (A) is implemented uniformly;
 - (B) is coordinated with and integrated into the health science curriculum of the school involved; and
 - (C) is provided through certified health science instructors serving as chapter advisors.
- (d) National Leadership Conference.—
 - (1) Grants.--Each year, the Secretary shall make a grant to a qualified youth-serving organization to conduct a national leadership conference.
 - (2) Participants.--A national leadership conference funded through a grant under this subsection shall include representatives of—
 - (A) health science programs in secondary schools, institutions of higher education, and continuing education programs;
 - (B) school-based emergency preparedness chapters; and
 - (C) the Medical Reserve Corps under section 2813.
 - (3) Activities.--The activities of a national leadership conference funded through a grant under this subsection shall include general sessions, workshops, competitive events (including at least 5 knowledge- and skill-based demonstrations), and a recognition program.

(e) Definitions.--In this section:

- (1) The term 'institution of higher education' has the meaning given to that term in section 101 of the Higher Education Act of 1965.
 - (2) The term 'qualified youth-serving organization' means a nonprofit organization that-
 - (A) prepares youth exclusively for career entry and advancement opportunities in the health professions, including the Public Health Service;
 - (B) offers a national recognition and competitive events program in which students in school-based emergency preparedness chapters and chapter members can demonstrate their knowledge and skills in responding to public health emergencies;
 - (C) operates at least 2,500 such chapters; and
 - (D) operates in at least 40 States.
 - (3) The term 'school-based emergency preparedness chapter' means a school-based emergency chapter funded through a grant under subsection (b)(2).
 - (4) The term 'secondary school' has the meaning given to such term in section 9101 of the Elementary and Secondary Education Act of 1965.
- (f) Authorization of Appropriations.--To carry out this section, there are authorized to be appropriated \$5,000,000 for fiscal year 2010 and such sums as may be necessary for fiscal years 2011 through 2014."

Dear Colleague Letter:

Page 19 contains a Dear Colleague letter from the co-sponsors of HR-2946. You and your students can provide this letter in an e-mail attachment to your representative. IF the representative signs on to the bill as a co-sponsor, he/she will forward the Dear Colleague letter to the Bill's co-sponsors saying "sign me up!"

Dear Colleague:

We are writing to ask for your support in co-sponsoring H.R. 2946, **The Healthcare Professional Pipeline Act of 2009**, which amends the Public Health Service Act to provide for emergency preparedness and healthcare training in high schools and undergraduate institutions.

This bill would establish a pipeline of high school and post-secondary students trained in emergency preparedness and the health sciences based upon the proven and successful model of the over 2,600 secondary and post-secondary emergency preparedness chapters of Health Occupations Students of America (HOSA) across the nation.

Studies in the Journal of the American Medical Association and The American Journal of Emergency Medicine estimate the United States' shortage of medical personnel including doctors, nurses, and emergency personnel poses a danger to public health. As the demand for medical care increases, our nation must recruit and train an adequate supply of medical professionals to treat a growing amount of patients, particularly in underserved rural and poor areas.

The school-based chapters created by this bill will serve two main purposes: (1) to address the shortage of healthcare professionals by preparing students for career entry and advancement opportunities in the health professions; and (2) integrating an emergency preparedness training curriculum into schools' health science programs.

We hope you will join us as a co-sponsor of this important legislation. To be added as a co-sponsor or for more information, please contact Aaron Hernandez from the office of Rep. Hinojosa (5-2531 or aaron.hernandez@mail.house.gov) or Theresa Vawter from the office of Rep. Granger (5-5071 or Theresa.Vawter@mail.house.gov).

Sincerely,

Ruben Hinojosa
Member of Congress

Kay Granger
Member of Congress



HOSA members that want to continue their interest in advocacy should consider the following events:

1. **Public Service Announcement.** Creating a PSA is a form of advocacy. The “cause” in this year’s PSA topic, “Are you Ready America?”, is about individual preparedness in an emergency or natural disaster.
2. **Creative Problem Solving.** By sharing an advocacy topic, the Creative Problem Solving team can practice for the national competitive event. For example:

You have been asked to advocate for improved nutrition among elementary school students. What and how would you approach the problem of poor nutrition and obesity among elementary age children?

3. **Community Awareness.** HOSA members can select a topic that can be shared with their local community. By the community becoming more aware of the topic, HOSA members can improve the health and well-being of their community.
4. **Extemporaneous Health Poster.** HOSA members can create a poster that advocates for healthy eating practices, disease prevention and/or other relevant health care issues of interest to Health Science programs.