

Advocacy Project Outline

Goal:

Medical students will establish a working knowledge of what it means to be a child advocate and how to use tools of the media, research, government systems, and artificial intelligence to champion a specific pediatric issue.

Objectives:

1. Identify and describe an important public health issue for the pediatric population.
2. Describe community, state, and/or federal resources available to support pediatric advocacy initiatives.
3. Recognize obstacles in overcoming challenges in beginning advocacy initiatives.
4. Create a “one-pager” OR op-ed addressing an important pediatric health topic, why it matters, and what can be done about it.
5. Identify your local, state, and national legislative representatives.
6. Appropriately integrate and critically evaluate AI tool(s) in the context of an advocacy initiative (a letter to a government official).

Instructions: (Goal is to evaluate all presentations in one afternoon)

1. Presentation
 - a. Students are to identify a specific advocacy topic (see list of suggestions) and develop a 10-minute presentation and class discussion regarding their topic to be presented on their assigned case conference day.
 - b. While students may complete this project as individuals, small groups (2-3 students max) are encouraged.
 - c. The presentation should include the following elements: Background, defining the problem, why it matters, possible solutions, and a call to action (how to join the collaboration). Students should also include three learning goals and/or take away points for the audience.
 - d. Students are to initiate a discussion with their classmates regarding barriers and solutions to the identified problem with emphasis on audience participation. Debate is welcome and is a tool for learning. Consider using “out of the box” teaching techniques for maximum audience participation.
 - e. Students are encouraged to use multi-media presentations, interviews, and non-medical contacts as sources. Think outside the box!
2. “One pager” OR “Op-Ed”
 - a. The students will also develop a “one-pager” or an “Op-Ed” to be distributed to the rest of the clerkship group. See attached examples.
3. Letter to legislator
 - a. Students will need to identify an appropriate legislator (local, state, or federal) and craft a letter requesting support for the advocacy topic.
 - b. Students will use an AI platform to create the first draft of the letter. Students will then review the letter and revise as appropriate. Each group will submit a document (template provided) detailing which AI platform was used, the prompt that was entered (can copy and paste), and a brief summary of the general edits required for the final version (ie: did AI generate any false information, erroneous/ghost references, etc).

Summary of requirements to complete (individually or as a group) and turn in on day of presentation:

- 10-minute presentation to whole group with 3 “take aways” for the group
- 1-pager OR Op-ed
- Letter (AI created; student reviewed and edited) to government official (local, state, or federal) about presentation topic
- One page outlining the AI platform used, the prompt that was entered, and a brief summary of edits required

Grade:

Presentation and work products will be graded using specific rubric (attached). Reviewers (CDs +/- others) will award up to 50 points.

- Honors: 45+/50 (90%)
- High Pass: 40-44/50 (80%)
- Pass: 35-39/50 (70%)
- Fail <35/50

Potential topics:

1. Gun violence/Gun-related deaths in children
2. Drowning
3. Safe Sleep/SIDS
4. Bike Helmets
5. Medicaid expansion/CHIP coverage
6. Drug use/Accidental Overdose
7. Child Abuse
8. Under immunization
9. Immigrant Health
10. Mental Health and Emotional Development
11. Human trafficking
12. Foster care
13. Online safety
14. E-Cigarettes and flavored tobacco products

Resources for students:

How to write a one pager:

<https://everylifefoundation.org/rare-advocates/advocacy-tools/tip-sheets/tip-sheet-making-a-one-pager-for-meetings-with-legislators/>

<https://publichealth.jhu.edu/lerner-center/resources/how-to-create-a-one-pager>

How to write an Op-Ed:

<https://publichealth.jhu.edu/lerner-center/resources/how-to-write-an-op-ed-or-letter-to-the-editor>

<https://the-learning-agency.com/guides-resources/write-an-op-ed/>

AAP Advocacy Guide:

<https://www.aap.org/en/advocacy/aap-advocacy-guide/>

A medical student's guide to advocacy: American College of Surgeons

https://www.facs.org/media/gqzgsxdh/6_medical_students_guide_to_advocacy.pdf

Find my legislator: TN

<https://wapp.capitol.tn.gov/Apps/fml2022/search.aspx>

Tips for effective communication with your legislator:

<https://www.capitol.tn.gov/help/contacting.html>

Advocacy Toolkit

<https://www.cfms.org/what-we-do/advocacy/advocacy-toolkit>