



Advocacy

Advocating for Children, Families, and Communities

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ADVOCACY

Advocating for Children, Families, and Communities

OVERVIEW

Background

Child health professionals have the unique opportunity to practice advocacy each day they interact with children and families. They can be involved in child advocacy either at an individual level (accessing information or services for a child or family) or at a local or national level (sharing information with the community, disseminating information through the media, and speaking out in support of a legislative issue). Although the voices of child health professionals can have a profound impact on a child or family's ability to obtain services, or on local and national policies, most child health professionals lack formal training in advocacy.

Goal

The overall goal of this module is to expand the role of child health professionals to include advocacy by helping them develop the knowledge, skills, and attitudes they need to become effective advocates for children and families within their communities.

This module will enable learners to:

- ▶ Apply a four-step approach to advocating on behalf of an individual or a group at a local or national level
- ▶ Identify available resources to support child advocacy

Instructional Design

This module consists of two 30-minute sessions.

- ▶ Session 1 delineates advocacy and presents a four-step approach to advocacy on an individual level.
- ▶ Session 2 applies the four-step approach to advocacy on behalf of a group or community.
- ▶ Each of the two sessions can be used as a separate, stand-alone offering, or the sessions can be combined. See the Facilitator's Guide for information on combining sessions.
- ▶ If Session 1 is not presented, the explanation of the effective use of interview questions (see Session 1) should be expanded in Session 2.
- ▶ Though written case vignettes are provided for this module, it is also possible to use a real situation presented by one of the learners.
- ▶ Learners may also choose an advocacy issue they would like to explore together and use this model to plan their project.

Teaching Strategies

The teaching strategies used in this module include case discussion and brainstorming. These strategies have been selected to help learners develop the skills required to advocate effectively on behalf of individuals and groups. Please refer to the Facilitator's Guide for more information related to each strategy.

Evaluation

Learners will complete a **Session Evaluation Form** and a **Learner Self-Assessment Form** following each session. Facilitators are encouraged to complete a **Facilitator Self-Assessment Form** prior to and following each teaching experience (e.g., a single session or an entire module) in order to assess their performance over time.

Guiding Questions

Learners who have completed the entire Advocacy module should be able to answer the following questions:

- ▶ What are the essential elements of advocacy?
- ▶ How do open-ended questions facilitate identification of child, parent, or family concerns?
- ▶ How do I, as a pediatric provider, determine where and how to focus my advocacy efforts?

INTRODUCTION TO TEACHING SESSIONS

Session 1: Advocating for the Needs of an Individual

Objectives

The objectives for this session are for the facilitator to:

- ▶ Define advocacy as it applies to the child health professional
- ▶ Describe the four-step approach to advocacy
- ▶ Allow the learners to practice the four-step approach by planning how to advocate for a child and/or family

Materials

The materials and teaching aids needed for this session are:

Handouts

- ▶ Advocacy: Advocating for Children, Families, and Communities
- ▶ Defining Advocacy and Other Related Terms
- ▶ Stepwise: The Four-Step Approach to Advocacy
- ▶ Case Vignette: Taylor's Learning Problems
- ▶ Session Evaluation Form
- ▶ Learner Self-Assessment Form

Facilitator Form

- ▶ Facilitator Self-Assessment Form

Teaching Aids

- ▶ Display board, flip chart, or chalkboard
- ▶ Markers or chalk

Time

The time allocated for this session is 30 minutes.

Session 2: Advocating for the Needs of a Group

Objectives

The objectives for this session are for the facilitator to:

- ▶ Review and reinforce the four-step approach to advocacy
- ▶ Allow the learners to practice the four-step approach by planning how to advocate for the needs of a group on a local or national level

Materials

The materials and teaching aids needed for this session are:

Handouts

- ▶ Advocacy: Advocating for Children, Families, and Communities

- ▶ Stepwise: The Four-Step Approach to Advocacy
- ▶ Case Vignette: John's Emergency Department Visit
- ▶ Session Evaluation Form
- ▶ Learner Self-Assessment Form

Facilitator Form

- ▶ Facilitator Self-Assessment Form

Teaching Aids

- ▶ Display board, flip chart, or chalkboard
- ▶ Markers or chalk

Time

The time allocated for this session is 30 minutes.



SESSION 1:

Advocating for the Needs of an Individual

At the beginning of the session, the facilitator and learners should introduce themselves briefly. Ideas for creative introductions can be found in the Facilitator's Guide.

Setting the Context: The Bright Futures Concept

The facilitator (F) introduces the learners to the Bright Futures concept of health by reading or paraphrasing the following:

F *The World Health Organization has defined health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” Bright Futures embraces this broad definition of health—one that includes not only prevention of morbidity and mortality, but also the achievement of a child’s full potential. In the Bright Futures concept of health, providing the capacity for healthy child development is as important as ameliorating illness or injury. Recognizing and acknowledging the strengths and resources of the child, family, and community are essential to promoting healthy growth and development.*

To build that capacity, the Pediatrics in Practice curriculum focuses on six core concepts: Partnership, Communication, Health Promotion/Illness Prevention, Time Management, Education, and Advocacy. The curriculum also includes a companion module (Health) and videotape that present an overview of Pediatrics in Practice and the Bright Futures approach.

Introducing the Session

Before introducing the session, the facilitator distributes the handout **Advocacy: Advocating for Children, Families, and Communities** to the learners.

F *Today’s session is the first of two that comprise the Pediatrics in Practice Advocacy module. Your **Advocacy: Advocating for Children, Families, and Communities** handout outlines the steps involved in advocating for children, families, and communities. We will cover these steps in more detail as we go through today’s session.*

Child health professionals have the unique opportunity to practice advocacy each day they interact with children and families. They can be involved in child advocacy either at an individual level (accessing information or services for a child or family) or at a local or national level (sharing information with the community, disseminating information through the media, and speaking out in support of a legislative issue). Although the voices of child health professionals can have a profound impact on a child or family’s ability to obtain services, or on local and national policies, most pediatric providers lack formal training in advocacy.

In today’s session, our objectives will be to:

- ▶ *Define advocacy as it pertains to you, the child health professional*
- ▶ *Introduce the four-step approach to advocacy*
- ▶ *Practice using the four-step approach to advocate for a child or family*

The session will have two parts:

- ▶ Deciding what to advocate for
- ▶ Applying the four-step approach

When we have completed the session, you should be able to answer the following questions:

- ▶ What are the essential elements of advocacy?
- ▶ How do open-ended questions facilitate identification of child, parent, or family concerns?

Discussion and Exercises

Defining Advocacy

The facilitator distributes the **Defining Advocacy and Other Related Terms** handout and asks:

F How would you define “advocacy”? Suggest some words that come to mind when you hear the phrase “to advocate” or the word “advocacy.”

At the display board or flip chart, the facilitator begins a list from the learners’ suggestions. If suggestions are slow in coming, one or two of the following can be used to prompt further ideas from the learners.

Plead	Protect	A cause
Argue	Defend	An idea
Support	Take a stand	A policy
Attitude	Belief	Uphold
Opinion	Assist	Reason
Debate	Help	Sustain

After noting the suggestions, the facilitator continues:

F The American Heritage Dictionary defines advocacy as the act of pleading or arguing in favor of something, such as a cause, an idea, or a policy; active support.

Deciding What to Advocate For

F There are many ways to define the term “advocacy,” but in order to be an advocate

for a child and family at any level, the child health professional must know for what he or she is advocating. In the case of an individual patient and family, the process begins by interviewing the child and family to elicit their true needs and concerns.

Gathering Information

The facilitator continues:

F Some of you may already be familiar with the use of interview questions to elicit a child and family’s needs or concerns. For you, the following will be a brief refresher. For others, this will emphasize a few important points to remember when asking interview questions.

The facilitator writes the following on the display board:

- ▶ All questions should be nonjudgmental.
- ▶ Open-ended questions support a dialogue between the child and/or family and the pediatric provider, and often elicit the family’s needs and concerns.
- ▶ Yes/no answers can provide important information, particularly in follow-up to open-ended questions.

F Here are some questions that might prove useful when interviewing the child and family:

The facilitator reads or writes the following:

1. What are some of the main concerns in your life right now? Do they include transportation? Housing? Personal safety? What assistance would be helpful with these issues?
2. Tell me about your neighborhood. How safe is it?
3. How much time do you have for yourself? Who helps you with your child (children)?
4. What are some of the things you worry about?
5. When you ride your bicycle, rollerblade, or skateboard, what protective equipment do you use? Do you wear a helmet?
6. Does anyone in your home have a gun? How do you store it? Is it unloaded and locked

up? Where is the ammunition stored? Have you considered removing the gun from your home?

7. Does anyone smoke in your house?
8. What concerns do you have about health insurance for your children?

F *Open-ended questions help to elicit the child and/or family's true needs and concerns. This is an important step in creating advocacy priorities. The next part of this session will provide a stepwise approach that can be used to navigate the advocacy process.*

Stepwise: The Four-Step Approach to Advocacy

This part of the session introduces the four-step approach to advocacy. The facilitator can either present these four steps to the group, followed by a discussion of the case, or can introduce each step and apply the case as the discussion moves along.

The facilitator distributes the handouts **Stepwise: The Four-Step Approach to Advocacy** and **Case Vignette: Taylor's Learning Problems**. The facilitator begins as follows:

F *I have distributed two handouts. One outlines the four-step approach to answering the question "How do I advocate for a child, family, and/or community?"*

The other handout is a case vignette. We will use the four-step approach to organize our response to the problem raised in the vignette. Would one of you please read the vignette aloud to the group?

Using the display board or flip chart, the facilitator introduces the first step in the Stepwise approach and its supporting activities:

STEP 1: Identify Family Needs or Concerns

- a. Use open-ended questions to identify specific family needs or concerns

F *Using open-ended question/comments, gather specific information about the learning difficulties that Taylor's mother feels her daughter is having. What are some questions you might ask?*

Examples:

- ▶ Please describe for me specifically what you have observed when Taylor reads and writes.
- ▶ Please describe Taylor's teacher's assessment of her progress in school. Have you discussed your concerns with the teacher?
- ▶ What was stated in her report card or end-of-year report from last year?
- ▶ What support have you received from the school's evaluation team?
- ▶ Please describe any signs of stress that Taylor has shown lately. Has she been experiencing any other difficulties at school or at home?
- ▶ Please describe the difficulties that Taylor may have paying attention at school. Have you noticed this at home?

- b. Choose a specific area of focus

F *In this case, what is the primary problem that Taylor needs help with? (Reading and writing.) She and her family might also benefit from someone to advocate on their behalf with school personnel, such as the teacher or special education staff.*

When advocating on an individual, community, or national level, identifying the specific problems is important to making effective change.

- c. Clarify the family's beliefs and expectations about the issue

F *What does the family believe is the cause of the problem? What expectations do they have for Taylor? What expectations do they have of you in helping them address this problem?*

Understanding the child and parent's beliefs and expectations helps to clarify how they view the problem.

You might ask the following:

- ▶ What are you concerned about the most?
- ▶ Why do you think Taylor is having more trouble with reading and writing?
- ▶ How do the books that Taylor is reading compare with what other children in her class are reading?
- ▶ What would you like to see Taylor reading or writing at this time?
- ▶ What else can I do to assist you at this time?
- ▶ Taylor, what do you enjoy about school?
- ▶ How do you feel about your school work this year?

d. Determine what has been done to date and what has (or has not) worked

F *From your questions and information gathering let us say you have determined:*

- ▶ *Taylor's reading and writing have not progressed from last year. In fact, her mother feels she is falling farther and farther behind. Her mother notes that she reads very slowly and is unable to recall what she has read. She has difficulty reading all but the simplest words.*
- ▶ *Taylor is not getting any services through the school. The teacher suggested that Taylor's issues were behavioral and not a learning disability.*

e. Do some initial "fact finding" and obtain data

F *Your assessment of the situation should include gathering additional information. You might obtain the following "data" or "facts."*

- ▶ Attention rating forms completed by Taylor's teachers and parents

- ▶ Taylor's report card from last year
- ▶ Her behavior at school and at home

F *According to her mother, Taylor has not demonstrated any behavioral problems or signs of inattention at school or at home, but her attention during reading declines.*

- ▶ Other factors that might affect Taylor's reading or writing

F *You discover that her vision and hearing screening are normal.*

f. Talk with others, determine progress to date on the issue

F *Speaking with others, such as Taylor's teacher, may provide additional information.*

STEP 2: Assess the Situation

a. Determine existing community resources

F *Based on the specific need or concern you have identified and explored, the next step is to develop a list of possible resources to address the need.*

Examples:

- ▶ What remedial services are available from the school itself?
- ▶ What are the possibilities for referrals to other professionals?
- ▶ What might Taylor's health plan provide?
- ▶ What other child-focused services might be available?
- ▶ What services are available in your own clinic?

b. Learn the laws

F *Is there a law that covers what you are advocating for? If so, what resources does the legislation provide? You might want to consult a local social worker or the legal aid society to learn about the laws that pertain to the issue you are advocating for.*

For example:

The Individuals with Disabilities Education Act requires public school systems to provide special education services to children with disabilities who are 3 years and older. Familiarity with laws regarding special education and other services can be very useful.

c. Review the data and resources

F *Document the problem to be sure it supports the issue.*

In this case:

- ▶ Verify that Taylor's report card shows evidence of a remedial need.
- ▶ Talk with Taylor's teacher to determine if he/she might acknowledge that the problem is not a behavioral one.
- ▶ Ask for the teacher's support in seeking remedial services for Taylor.

d. Assess the political or service climate

F *Is this issue of interest to anyone else (a school administrator, the teacher, a local policymaker)? Who or what might oppose you in your advocacy efforts and why?*

For example:

Are the special education service providers underfunded and/or overwhelmed?

STEP 3: Develop a Strategy

a. Limit efforts to a specific issue

F *While there may be other patient or family issues that warrant attention, it is best to stay focused on one area at a time.*

In this case, helping Taylor with reading and writing is the chosen issue.

b. Use existing resources

F *At this point, you should begin to develop your action plan using existing resources. In this example, what strategies might be used?*

Efforts might include:

Requesting services from the school

- ▶ Write a letter to the school district documenting Taylor's issues and request an evaluation for special education services.
- ▶ Call the school to discuss Taylor's needs with her teacher, and ask him/her to join in the request for an evaluation.
- ▶ Attend Taylor's special education evaluation meeting at the school.
- ▶ Plan a follow-up visit in your office after the evaluation is complete. Discuss the findings and the resources offered.

Making referrals to other community resources

- ▶ Explore the option of obtaining an evaluation or support at a community-based center (e.g., center for language and learning or communications disorder center).
- ▶ Refer Taylor's family to a social worker or case manager who can help the family access services in the community.
- ▶ Discuss the possibility of Taylor's family obtaining support (or an advocate) from a community or national support group (e.g., Federation for Children with Special Health Care Needs).

Using the health care system

- ▶ Help the family obtain therapy and other services through their health coverage.

F *Prioritize your action plan based on resources that are most easily attainable. In our example, what would be the best place to begin?*

1. Seek services from the school.
2. Make referral to other professionals (this could take time based on case load and available resources).

3. Use the health care system (the family may have no or limited coverage).
- c. Start with small steps and build upon success

F *In what order would you request services from the school?*

1. Contact the teacher again.
2. Write a letter to the school district.
3. Attend the special education evaluation.

STEP 4: Follow Through

- a. Be passionate about the issue

F *Commit yourself to the problem or need, but be willing to negotiate.*

- b. Review the outcome

F *Keep abreast of and reexamine the different steps in your action plan as you take them.*

- c. Evaluate your efforts

F *Reflect on your effort to date. Ask yourself the following questions:*

- ▶ Have I addressed the family's primary concern?
- ▶ What worked, what didn't work, and why?
- ▶ What else needs to be done?

- d. Determine next steps in partnership with the family

F *Partner with the family to determine what the next steps might be.*

Example:

- ▶ Determine how you and the family will track Taylor's progress following your intervention.
- ▶ Using open-ended questions, ask Taylor and her family what they believe should be the next steps in providing support for Taylor's reading and writing.

- e. Recognize that child health professionals and families can learn from one another about effective advocacy

F *Accessing services for children and families, especially those outside the medical system, can be confusing for both the family and the pediatric provider. You and the family can learn from one another about how to effectively advocate for children and their needs.*

Take-Home Message

The facilitator ends the session with the following:

F *This session has provided a basic introduction to advocacy by defining it, teaching a four-step approach to advocacy, and applying these steps to a case. I hope this session has illustrated how a relatively small effort on your part can have a large impact on a child or family's life. Before we conclude, what questions remain about what we addressed today?*

Answers to the Guiding Questions

F *Now that we have completed this session on Advocacy, you should be able to answer the following questions:*

- ▶ What are the essential elements of advocacy?
 - Identifying child or family needs or concerns, assessing the situation, developing a strategy, and following through with it.
- ▶ How do open-ended questions facilitate identification of child/family concerns?
 - Open-ended questions support a dialogue between the child and/or family and the pediatric provider and often elicit the needs or concerns of the family.

Planning for the Next Session (if Session 2 is planned)

F *At the next session, we will apply the four-step approach to either another vignette or an actual case to demonstrate how to effectively advocate for the needs of a group at the local/national level.*

To prepare for the next session, the facilitator asks the learners to consider the following question:

- ▶ How do I, as a pediatric provider, determine where and how to focus my advocacy efforts?

Evaluation

The facilitator now distributes the **Session Evaluation Form** and the **Learner Self-Assessment Form**. The facilitator also completes the **Facilitator Self-Assessment Form**.

Advocacy: Session 1

ADVOCACY: ADVOCATING FOR CHILDREN, FAMILIES, AND COMMUNITIES

Health professionals can be involved in advocacy either at an individual level (for example, obtaining services for a child or family) or at a local or national level (speaking with the media, community groups, or legislators).

1. Identify Family Needs or Concerns.

- Use open-ended questions to identify specific needs or concerns of the family
Example: "What are some of the main concerns in your life right now?"
- Choose a specific area of focus
Example: Obtaining special education services for a child.
- Clarify family's beliefs and expectations about the issue
- Determine what has been done to date, and what has (or hasn't) worked
Example: Parents may have tried unsuccessfully to obtain services for their child.
- Do some initial "fact finding" and obtain data
Example: Contact board of education or local department of public health.
- Talk with others, determine progress
Example: Is there a local school coalition that addresses the issue?

2. Assess the Situation.

- Determine existing community resources
- Learn the laws
Example: Are there any existing laws that address the issue?
- Review the data and resources to be sure they support the issue
- Assess political climate to determine support or opposition
Example: Is this issue of interest to anyone else (school/early intervention teacher, local policymakers)? Who (or what) might oppose the advocacy efforts? Why?

3. Develop a Strategy.

- Limit efforts to a specific issue
Example: Obtaining special education services for a child rather than changing the laws.
- Use existing resources
- Start with small steps, then build upon successes
Examples: Write a letter to the school district. Attend the special education evaluation.

4. Follow Through.

- Be passionate about the issue, but willing to negotiate
- Review the outcome
- Evaluate your efforts
- Determine next steps with family
- Recognize that health professionals and families can learn from one another about effective advocacy

Source: Reproduced with permission from Green M, Palfrey JS, Clark EM, Anastasi JM, eds. 2002. *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents* (2nd ed., rev.)—Pocket Guide. Arlington, VA: National Center for Education in Maternal and Child Health.

Advocacy: Session 1

DEFINING ADVOCACY AND OTHER RELATED TERMS

Advocacy

The act of pleading or arguing in favor of something, such as a cause, an idea, or a policy; active support (*American Heritage Dictionary* definition)

Legislative Terms

Bills - Measures proposing legislation to create a new law or program or amend or repeal existing law

Acts - Bills that have been passed in both houses of Congress

Laws - Acts passed by both houses of Congress and signed by the president, or passed after presidential veto

Authorizations - Legislation to establish a proposed government program

Appropriations - Legislation to provide the money to fund government programs that have already been established by authorizing legislation

Lobbyist – An individual who tries to influence the thinking of legislators or other public officials to either promote or prevent passage of specific legislation

Advocacy: Session 1

STEPWISE: THE FOUR-STEP APPROACH TO ADVOCACY

STEP 1: Identify Family Needs or Concerns

STEP 2: Assess the Situation

STEP 3: Develop a Strategy

STEP 4: Follow Through

*Advocacy: Session 1***CASE VIGNETTE:
TAYLOR'S LEARNING PROBLEMS**

It has been a busy clinic day, and you have three patients remaining. You pick up the next chart and see that the patient is Taylor, a 9-year-old girl. You quickly review the note from her last visit a year ago. Taylor was doing well in the second grade. Her growth parameters were between the 50th and 75th percentile, and her physical exam was normal. She had a normal hearing and vision screen at the last visit.

You walk into the exam room and greet Taylor and her mother. You begin by reviewing the previous visit and ask, "How is Taylor doing? What questions or concerns do you have at this time?"

Taylor's mother responds, "I don't know what to do. Taylor was doing well in school last year, but this year in third grade she seems to be having more trouble with reading and writing. She is really struggling, and I want to know what I can do to get help for her."

Advocacy: Session 1

SESSION EVALUATION FORM

Session 1: Advocating for the Needs of an Individual

Date: _____

Facilitator(s): _____

Site: _____

1. Overall, I found the "Advocating for the Needs of an Individual" session to be:

	Not Useful			Very Useful	
	1	2	3	4	5

2. The objectives of the session were:

	Not Clear			Clear	
	1	2	3	4	5

3. The organization of the session was:

	Poor			Excellent	
	1	2	3	4	5

4. The communication skills of the facilitator(s) were:

	Poor			Excellent	
	1	2	3	4	5

5. The facilitator(s) stimulated interest in the subject matter:

	Not at All			Very Much	
	1	2	3	4	5

6. The facilitator(s) encouraged group participation:

	Not at All			Very Much	
	1	2	3	4	5

7. Handouts or visual aids (if used) were:

	Not Helpful			Very Helpful	
	1	2	3	4	5

8. Any additional comments?

9. The most useful features of the session were:

10. Suggestions for improvement

11. Suggestions for topics related to this session

Advocacy: Session 1

LEARNER SELF-ASSESSMENT FORM

1. Define advocacy.

2. Describe the four-step approach to advocacy.

3. Describe a situation in which you might apply the four-step approach and how you would do it.

4. How will you apply what you have learned in this session to your practice?

Advocacy: Session 1

FACILITATOR SELF-ASSESSMENT FORM

Directions: Please rate yourself from 1 to 5 on the following facilitator skills. The closer you are to a 5 within each domain, the more skilled you are at facilitation. We encourage you to complete this form prior to and after each teaching experience (e.g., a single session or an entire module). This will allow you to assess your performance as a facilitator over time.

Facilitator Behavior	1	2	3	4	5
Remains neutral					
Does not judge ideas					
Keeps the group focused on common task					
Asks clarifying questions					
Creates a climate free of criticism					
Encourages participation					
Structures participation					

Source: Adapted with permission from Welch M. 1999. *Teaching Diversity and Cultural Competence in Health Care: A Trainer's Guide*. San Francisco, CA: Perspectives of Differences Diversity Training and Consultation for Health Professionals (PODSDT).



SESSION 2:

Advocating for the Needs of a Group

At the beginning of the session, the facilitator and learners should introduce themselves briefly. (If the same group has recently completed Session 1, the facilitator may decide that introductions are not needed.) Ideas for creative introductions can be found in the Facilitator's Guide.

Setting the Context: The Bright Futures Concept

(May be omitted if recently presented or when sessions are combined.)

The facilitator (F) introduces the learners to the Bright Futures concept of health by reading or paraphrasing the following:

F *The World Health Organization has defined health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” Bright Futures embraces this broad definition of health—one that includes not only prevention of morbidity and mortality, but also the achievement of a child’s full potential. In the Bright Futures concept of health, providing the capacity for healthy child development is as important as ameliorating illness or injury. Recognizing and acknowledging the strengths and resources of the child, family, and community are essential to promoting healthy growth and development.*

To build that capacity, the Pediatrics in Practice curriculum focuses on six core concepts: Partnership, Communication, Health Promotion/Illness Prevention, Time Management, Education, and Advocacy. The curriculum also includes a companion module (Health) and videotape that present an

overview of Pediatrics in Practice and the Bright Futures approach.

Introducing the Session

Before introducing the session, the facilitator distributes the handout **Advocacy: Advocating for Children, Families, and Communities** to the learners. (The facilitator may choose not to distribute the handout if it was recently given to the same learners.)

F *Today’s session is the second of two that comprise the Pediatrics in Practice Advocacy module. [Optional: Your **Advocacy: Advocating for Children, Families, and Communities** handout outlines the steps involved in advocating for children, families, and communities. We will cover these steps in more detail as we go through today’s session.] In the last session, we defined advocacy and applied the four-step approach to advocating for the needs of an individual. Today we will apply the same steps to advocating for the needs of a group.*

In today’s session, our objectives will be to:

- ▶ *Review and reinforce your understanding of the four-step approach to advocacy*
- ▶ *Practice using the four-step approach to advocate for the needs of a group on the local or national level*

When we have completed the session, you should be able to answer the following question:

- ▶ *How do I, as a pediatric provider, determine where and how to focus my advocacy efforts?*

Discussion and Exercises

Stepwise: The Four-Step Approach to Advocacy

The facilitator can use the case vignette in this session to focus the discussion on one of two areas:

Option 1: Advocating for Helmet Use in the Community

How to obtain information about helmet use to better educate the community and to advocate for more effective helmet use laws.

or

Option 2: Advocating for Safe Riding Conditions in the Community

How to partner with the boy and his parents to advocate for changes to prevent future injuries and promote a safer environment for the children in the community.

Please note that the introductory discussion for Options 1 and 2 will be identical up to Step 1b, where one area of focus for advocacy is chosen. At that point, the facilitator will continue the discussion of the four-step approach with examples based on helmet use (Option 1, this page) or examples related to safe riding conditions (Option 2, p. 254).

The facilitator distributes the handouts **Stepwise: The Four-Step Approach to Advocacy** and **Case Vignette: John's Emergency Department Visit**.

Option 1: Advocating for Helmet Use in the Community

The facilitator begins as follows:

F *Would one of you please read the vignette aloud to the group?*

Using the display board or flip chart, the facilitator notes the first step in the four-step approach:

STEP 1: Identify Group Needs or Concerns

a. Use open-ended questions to identify specific group needs or concerns

F *Using open-ended questions, gather more information about conditions for bike riding and helmet use in the community.*

Examples:

- ▶ What concerns do you have about the condition of the parking lot where you ride your bike? Do others share these concerns?
- ▶ How do your friends try to pressure you to do things that you don't want to do? How do you handle that?
- ▶ What makes you angry about having to wear a helmet?
- ▶ How has your town tried to help kids get a space for safe riding?
- ▶ What thoughts do you have about trying to do something to improve the space where kids rollerblade, skateboard, and ride their bikes?

b. Choose a specific area of focus

F *Can you identify some possible areas of advocacy, based on what you have learned so far?*

Suggestions can be posted on the display board or on a flip chart. There are several areas of focus that may be identified by the learners, including helmet use and safe riding conditions in the community. The following examples focus on helmet use. If the facilitator chooses to focus on a discussion of advocating for safe riding conditions in the community, see Option 2 on page 254.

F *You have identified several possible areas of focus for advocacy in this case. In our*

discussion today, we are going to use examples based on advocating for helmet use in the community.

Suggestions for advocating for helmet use in the community might include:

- ▶ Changing the laws regarding helmet use for skating and biking
- ▶ Developing education programs for children and parents in the town
- ▶ Coordinating with schools, local police, libraries, and hospital programs on other strategies for educating the community
- ▶ Educating the children and families in your practice about helmet use

c. Clarify family's beliefs and expectations about the issue

- ▶ Do John and/or his parents believe that helmet laws could be changed for the better?
- ▶ What would change John's mind about helmet use?

d. Determine what has been done to date, and what has (or has not) worked

F *In response to your questions, you have learned:*

- ▶ John is angry about wearing a helmet because some of his friends don't wear helmets. Most did wear helmets when they were "little kids," but many do not now. Many of the teens show up with helmets hanging on their bikes.
- ▶ Still, John says he tries to hang around the ones who do wear helmets. He understands why he should wear a helmet, but he would never try to convince his friends to wear one.
- ▶ A little while ago, one friend fell off his bike while doing a flip. He didn't have a helmet and required lots of stitches in his head. John says that the boy still doesn't wear his helmet.

e. Do some initial "fact finding" and obtain data

F *In this case, a review of visit histories reveals that other children from the same community have been injured recently. What other "fact finding" might you do?*

- ▶ Collect data from sources such as local emergency departments (searching for visits by zip code, for example); local public health departments (searching for injuries by town); or school nurses and local emergency medical services personnel.

f. Talk with others, determine progress to date on the issue

F *Ask others about what resources might be available to you.*

STEP 2: Assess the Situation

a. Determine existing community resources

F *What other resources are available to you?*

- ▶ Are there local bike safety coalitions or injury prevention programs that can assist you?

b. Learn the laws

F *Is there a law that addresses what you are advocating for?*

- ▶ Is there a law that requires bike helmet use (state vs. local ordinance)?
- ▶ Was a bill recently introduced and turned down?
- ▶ Is there a bill in the legislature that addresses this issue? Does it only cover certain age groups?

c. Review the data and resources

F *Review all the information you've gathered. Make sure your efforts will benefit the population at risk. Review the list of possible areas of focus and verify which issues your data best support.*

- ▶ In this situation, if you work on changing the law to require helmet

use for all children younger than 14 years of age, yet the injuries are occurring in children older than 14, you will not affect the population for which you are advocating.

d. Assess the political or service climate

F *Is the local political climate right for this issue at this time? Is it of interest to anyone else?*

For example:

- ▶ If the community is having problems with head injuries from other sporting activities (e.g., skateboarding, rollerblading, skiing), a focus on helmet use might improve that situation.

F *Also, know your opposition or support. Who or what might oppose or support you in your advocacy efforts?*

- ▶ Other groups, such as motorcycle clubs or ski groups, may emerge in opposition to or in support of the helmet use issue. Determine if these groups exist and what they have done in the past to either oppose or support helmet use. Are there opportunities to partner with others to maximize resources?

F *Once you identify what the opposition would be, try to determine if you can address it.*

- ▶ For helmet use, it would be important to recruit the community's public safety officials or police department to support the plan.

STEP 3: Develop a Strategy

a. Limit efforts to a specific issue

F *In the first session, the advocacy efforts in the case vignette about Taylor's learning problems were limited to issues relating specifically to her needs—getting her a specific needed service. When advocating for the needs of a group, it is important to focus on a single issue, and perhaps even a single strategy within that issue, for maximum impact and the best chance of success.*

Let's look at the list of focus areas we developed earlier (listed below).

Which of these areas of focus would you pursue in response to this case vignette about John and his visit to the Emergency Department?

- ▶ Changing the laws
- ▶ Educating children, parents, and the community
- ▶ Looking at what can be done within your own practice

b. Use existing resources

If the learners have chosen one of the three focus areas suggested, start with the existing resources listed below for their chosen area of focus and ask them to suggest other action steps that can be taken. Then briefly go over the suggested existing resources for the other specific issues that were not chosen.

Changing the laws

- ▶ Work with community leaders or the police department to pass a local ordinance that mandates helmet use and restricts skating and riding in areas designated as off-limits to those who do not comply with the ordinance.
- ▶ Work with an injury prevention coalition to change local or state laws to address the issue of helmet use.

Educating kids, parents, and the community

- ▶ Speak to the local police about a positive incentive program for children.
- ▶ Create an educational program in the town to highlight the importance of helmet use.
- ▶ Work with families to begin a program to monitor the kids for helmet use while they are riding in the parking lot.

- ▶ Partner with a local store owner to obtain coupons for free items (e.g., ice cream cone) that community leaders (e.g., police, civic leaders, store owners) can pass out to children wearing helmets.
- ▶ Hold a bike rodeo. Have the children plan the event as part of a school assignment or other community activity.
- ▶ Enlist the staff from the local Parks and Recreation Department to assist with community-based events.

Looking at what can be done within your own practice

- ▶ Have brochures on safe riding practices (including helmet use) available in your reception areas or examination rooms.
- ▶ Sponsor a safety poster contest for the children in your practice and display the posters.

c. Start with small steps and build upon success

- F** *Decide what is most “do-able” and has the best chance for success. After an issue is chosen, prioritize your action plan.*
- ▶ Start with what is available (e.g., existing legislation) to address the issue.
- ▶ Work to modify what might be in place but is not quite effective.
- ▶ Work on new approaches or resources.

STEP 4: Follow Through

a. Be passionate about the issue

- F** *Commit yourself to the issue or need, but be willing to negotiate.*

b. Review the outcome

- F** *Keep abreast of and reexamine the different steps in your action plan as you take them.*

c. Evaluate your efforts

- F** *Reflect on your effort to date. Ask yourself and/or your community partners the following questions:*

- ▶ What worked, what didn’t work, and why?
- ▶ What else needs to be done?
- ▶ What data can you gather to evaluate the success of your efforts?

d. Determine next steps in partnership with those you are working with

- F** *Attend follow-up meetings, or suggest that a meeting be held to discuss the steps that should be taken to ensure that your efforts are sustained in the community.*

- ▶ What might happen as a result of the various strategies you have undertaken?
- ▶ How can the partners communicate and support each other to achieve the action plan?

e. Learn from one another

- F** *Advocating at a community level can be time consuming and often frustrating. As a child health professional, however, you should be aware that your voice and participation in advocacy efforts can have a profound impact on policy issues in the community. Partnering with community members provides an opportunity to learn from each other while working on a common, shared interest.*

Option 2: Advocating for Safe Riding Conditions in the Community

The facilitator begins as follows:

- F** *Would one of you please read the vignette aloud to the group?*

Using the display board or flip chart, the facilitator notes the first step in the four-step approach:

STEP 1: Identify Group Needs or Concerns

- a. Use open-ended questions to identify specific group needs or concerns

F *Using open-ended questions, gather more information about conditions for bike riding and helmet use in the community.*

Examples:

- ▶ What concerns do you have about the condition of the parking lot where you ride your bike? Do others share these concerns?
- ▶ How do your friends try to pressure you to do things that you don't want to do? How do you handle that?
- ▶ What makes you angry about having to wear a helmet?
- ▶ How has your town tried to help kids get a space for safe riding?
- ▶ What thoughts do you have about trying to do something to improve the space where kids rollerblade, skateboard, and ride their bikes?

b. Choose a specific area of focus

F *Can you identify some possible areas of advocacy, based on what you have learned so far?*

Suggestions can be posted on the display board or on a flip chart. There are several areas of focus that may be identified by the learners, including helmet use and safe riding conditions in the community. The following examples focus on advocating for safe riding conditions in the community. If the facilitator chooses to focus on a discussion of advocating for helmet use in the community, see Option 1 on page 251.

F *You have identified several possible areas of focus for advocacy in this case. In our discussion today, we are going to use examples based on advocating for safe riding conditions in the community.*

Suggestions for advocating for a safe riding place for the children in the community might include:

- ▶ Working to improve available skating and biking areas or creating a new one
- ▶ Coordinating with others in the community to identify and promote safe play areas

c. Clarify family's beliefs and expectations about the issue

- ▶ What concerns do you have about the parking lot?
- ▶ About places available for safe riding?

d. Determine what has been done to date, and what has (or has not) worked

F *In response to your questions, you have learned:*

- ▶ The parking lot is in bad condition. It's in an old industrial area, but it is the only open lot where children can ride and not be bothered.
- ▶ John and his friends complain among themselves and have tried to ride in some other business parking lots, but they have been chased away or asked to leave.
- ▶ John and his friends try to be "cool" by taking chances on their bikes and skateboards, doing flips and spins. There is pressure to do this, to be part of the "in" group.
- ▶ Different groups of teens use the lot. There's a real tough group, but John says he doesn't like to hang around them. He avoids the lot when he sees that this group is there.
- ▶ John says that all the teens would love to have a skate park. Once in a while, they get to go to other towns that have them, but no one is doing anything about creating one in their community.
- ▶ John and his friends once tried to clean things up, but they feel that no one cares. Most of the debris is too big for them to move. There's glass and dirt and they have nowhere to put it.

e. Do some initial “fact-finding” and obtain data

F *In this case, a review of visit histories reveals that other children from the same community have been injured recently. What other “fact-finding” might you do?*

- ▶ Contact the local police or town government officials to determine if any efforts have been made in the past or are currently under way to improve the conditions where the children ride.

f. Talk with others, determine progress to date on the issue

F *Ask others about what resources might be available to you.*

STEP 2: Assess the Situation

a. Determine existing community resources

F *What other resources are available to you?*

- ▶ Are there local bike safety coalitions or injury prevention programs that can assist you?

b. Learn the laws

F *Is there a law that addresses what you are advocating for?*

- ▶ Is there a local ordinance that applies to the use of parking lots for recreational use?

c. Review the data

F *Review all the information you’ve gathered. Make sure your efforts will benefit the population at risk. Review the list of possible areas of focus and verify which issues your data best support.*

- ▶ If you focus on safe places for bike riding, but the injuries are occurring to children on rollerblades and skateboards, you will miss the intended population.

d. Assess the political or service climate

F *Is the local political climate right for this issue at this time? Is it of interest to anyone else?*

For example:

- ▶ If the community is having problems with teen mischief and vandalism, your suggestion for a supervised, teen-focused activity area might improve that situation.

F *Also, know your opposition or support. Who or what might oppose you in your advocacy efforts?*

- ▶ In this case, location could be a key issue. The elderly or busy business merchants who favor passive recreation areas would probably have a concern about creating a safe area for skating or biking.

F *Once you identify what the opposition would be, try to determine if you can address it.*

- ▶ For this issue, it would be important to recruit the community’s public safety officials or police department to support the plan.

STEP 3: Develop a Strategy

a. Limit efforts to a specific issue

F *In the first session, the advocacy efforts in the case vignette about Taylor’s learning problems were limited to issues relating specifically to her needs—getting her a specific needed service. When advocating for the needs of a group, it is important to focus on a single issue, and perhaps even a single strategy within that issue, for maximum impact and the best chance of success.*

Let’s look at the list of focus areas we developed earlier (listed below).

Which of these areas of focus would you pursue in response to this case vignette about John and his visit to the Emergency Department?

- ▶ Changing the laws
- ▶ Improving access to safe riding and skating spaces for children

- ▶ Educating children, parents, and the community
- ▶ Looking at what can be done within your own practice

b. Use existing resources

If the learners have chosen one of the four focus areas suggested, start with the existing resources listed below for their chosen area of focus and ask them to suggest other action steps that can be taken. Then briefly go over the suggested existing resources for the other specific issues that were not chosen.

Changing the laws

- ▶ Work with community leaders or the police department to pass a local ordinance that restricts skating and riding in designated areas.


Improving access to safe riding and skating spaces for children

- ▶ Work with the children and their families to explore the possibility of creating a park.
- ▶ Work with the children and their families to raise funds to clean and repave the lot.
- ▶ Recruit and work with other groups in different communities who have addressed the same issue with some success.

Educating kids, parents, and the community

- ▶ Speak to the local police about a positive incentive program for children.
- ▶ Work with parents to begin a program to monitor the kids in the parking lot.


c. Start with small steps and build upon success

-  *Decide what is most “do-able” and has the best chance for success. After an issue is chosen, prioritize your action plan.*
- ▶ Start with what is available (e.g., existing legislation) to address the issue.


- ▶ Work to modify what might be in place but is not quite appropriate.
- ▶ Work on new approaches or resources.

STEP 4: Follow Through


a. Be passionate about the issue

-  *Commit yourself to the issue or need, but be willing to negotiate.*


b. Review the outcome

-  *Keep abreast of and reexamine the different steps in your action plan as you take them.*


c. Evaluate your efforts

-  *Reflect on your effort to date. Ask yourself and/or your community partners the following questions:*
 - ▶ What worked, what didn’t work, and why?
 - ▶ What else needs to be done?

d. Determine next steps in partnership with those you are working with


-  *Attend follow-up meetings, or suggest that a meeting be held to discuss the steps that should be taken to ensure that your efforts are sustained in the community.*

e. Learn from one another

-  *Advocating at a community level can be time consuming and often frustrating. As a child health professional, however, you should be aware that your voice and participation in advocacy efforts can have a profound impact on policy issues in the community. Partnering with community members provides an opportunity to learn from each other while working on a common, shared interest.*

Take-Home Message

The facilitator ends the session with the following:

-  *In this session, you have applied the four-step advocacy process at the community level. Working in collaboration with other groups in the community is essential for moving the*

issue forward, reducing duplicate efforts, and developing a common, shared voice. Child health professionals are important partners in recognizing, developing, and supporting policies that affect children's health. Before we conclude, what questions remain about what we addressed today?

Answer to the Guiding Question

F Now that we have completed this session on Advocacy, you should be able to answer the following question:

- ▶ How do I, as a pediatric provider, determine where and how to focus my advocacy efforts?
 - After eliciting child and family concerns, the pediatric provider should assess the situation to gather facts, document the problem, and gauge the political climate.

Evaluation

The facilitator now distributes the **Session Evaluation Form** and the **Learner Self-Assessment Form**. The facilitator also completes the **Facilitator Self-Assessment Form**.

Advocacy: Session 2

ADVOCACY: ADVOCATING FOR CHILDREN, FAMILIES, AND COMMUNITIES

Health professionals can be involved in advocacy either at an individual level (for example, obtaining services for a child or family) or at a local or national level (speaking with the media, community groups, or legislators).

1. Identify Family Needs or Concerns.

- Use open-ended questions to identify specific needs or concerns of the family
Example: "What are some of the main concerns in your life right now?"
- Choose a specific area of focus
Example: Obtaining special education services for a child.
- Clarify family's beliefs and expectations about the issue
- Determine what has been done to date, and what has (or hasn't) worked
Example: Parents may have tried unsuccessfully to obtain services for their child.
- Do some initial "fact finding" and obtain data
Example: Contact board of education or local department of public health.
- Talk with others, determine progress
Example: Is there a local school coalition that addresses the issue?

2. Assess the Situation.

- Determine existing community resources
- Learn the laws
Example: Are there any existing laws that address the issue?
- Review the data and resources to be sure they support the issue
- Assess political climate to determine support or opposition
Example: Is this issue of interest to anyone else (school/early intervention teacher, local policymakers)? Who (or what) might oppose the advocacy efforts? Why?

3. Develop a Strategy.

- Limit efforts to a specific issue
Example: Obtaining special education services for a child rather than changing the laws.
- Use existing resources
- Start with small steps, then build upon successes
Examples: Write a letter to the school district. Attend the special education evaluation.

4. Follow Through.

- Be passionate about the issue, but willing to negotiate
- Review the outcome
- Evaluate your efforts
- Determine next steps with family
- Recognize that health professionals and families can learn from one another about effective advocacy

Source: Reproduced with permission from Green M, Palfrey JS, Clark EM, Anastasi JM, eds. 2002. *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents* (2nd ed., rev.)—Pocket Guide. Arlington, VA: National Center for Education in Maternal and Child Health.

Advocacy: Session 2

STEPWISE: THE FOUR-STEP APPROACH TO ADVOCACY

STEP 1: Identify Family Needs or Concerns

STEP 2: Assess the Situation

STEP 3: Develop a Strategy

STEP 4: Follow Through

*Advocacy: Session 2***CASE VIGNETTE:
JOHN'S EMERGENCY DEPARTMENT
VISIT**

One evening while working in the Emergency Department (ED) you care for a 14-year-old boy, John, who sustained a facial laceration while performing tricks on his bike at a parking lot in his town. He was wearing a helmet at the time. He tells you he is angry that he has to wear a helmet but says that his mother insists on it. The nurse attending to John comments that he is the third child this week who has visited the ED with an injury. She believes they all were injured in the same place. This information piques your curiosity. While you are waiting for a consultation on John's injuries, you look up the visit histories on the previous two cases. You discover that they did in fact occur at the same location.

Advocacy: Session 2

SESSION EVALUATION FORM

Session 2: Advocating for the Needs of a Group

Date: _____

Facilitator(s): _____

Site: _____

1. Overall, I found the "Advocating for the Needs of a Group" session to be:

	Not Useful		Very Useful	
	1 2 3		4 5	

2. The objectives of the session were:

	Not Clear		Clear	
	1 2 3		4 5	

3. The organization of the session was:

	Poor		Excellent	
	1 2 3		4 5	

4. The communication skills of the facilitator(s) were:

	Poor		Excellent	
	1 2 3		4 5	

5. The facilitator(s) stimulated interest in the subject matter:

	Not at All		Very Much	
	1 2 3		4 5	

6. The facilitator(s) encouraged group participation:

	Not at All		Very Much	
	1 2 3		4 5	

7. Handouts or visual aids (if used) were:

	Not Helpful		Very Helpful	
	1 2 3		4 5	

8. Any additional comments?

9. The most useful features of the session were:

10. Suggestions for improvement

11. Suggestions for topics related to this session

Advocacy: Session 2

LEARNER SELF-ASSESSMENT FORM

1. Describe the four-step approach to advocacy.

2. Describe a situation in a community where you might apply the four-step approach. Briefly describe how you would do it.

3. How will you apply what you have learned in this session to your practice?

Advocacy: Session 2

FACILITATOR SELF-ASSESSMENT FORM

Directions: Please rate yourself from 1 to 5 on the following facilitator skills. The closer you are to a 5 within each domain, the more skilled you are at facilitation. We encourage you to complete this form prior to and after each teaching experience (e.g., a single session or an entire module). This will allow you to assess your performance as a facilitator over time.

Facilitator Behavior	1	2	3	4	5
Remains neutral					
Does not judge ideas					
Keeps the group focused on common task					
Asks clarifying questions					
Creates a climate free of criticism					
Encourages participation					
Structures participation					

Source: Adapted with permission from Welch M. 1999. *Teaching Diversity and Cultural Competence in Health Care: A Trainer's Guide*. San Francisco, CA: Perspectives of Differences Diversity Training and Consultation for Health Professionals (PODSDT).

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Resources

- AAP, State Government Affairs: www.aap.org.
- Injury Free Coalition for Kids: www.injuryfree.org.
- PAX, the movement to end gun violence: www.AskingSavesKids.com.
- Wallack L, Dorfman L, Jernigan D, Themba M. 1993. *Media Advocacy and Public Health: Power for Prevention*. Thousands Oaks, CA: Sage Publications, Inc.

