

# Advocacy Vertical Integration Group: Rationale and Proposal

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**Advocacy Training Program**  
Boston University School of Medicine

# Outline

- BU Advocacy Training Program
  - History
  - What we do
  - Accomplishments
  - Strengths and gaps
- VIG Proposal
  - Purpose
  - Members
  - Goals

# BUATP – History

- Founded in 2005 as a student-led, faculty mentored elective
- Founding members: Chen Kenyon ('06), Bob Witzburg, Megan Sandel
- Taught students to interact with systems to improve patient health
- Advocacy anchored in social determinants of health/equity
- Evolved over time into the BU Advocacy Training Program (ATP)

## Training MED Students to Become Patient Advocates

Innovative program: advocacy skills, leadership development

01.14.2013

By Mary Hopkins



Megan Sandel, a MED associate professor of pediatrics (from left), alumni director Lauren Fiechtner (MED'09), and Dan Dworkis (MED'13). Photos by Cydney Scott

# BUATP – What We Do

- Spectrum of Physician Advocacy
  - SPA-1
  - SPA-2
  - SPA-3
  - SPA-4
- Advocacy Grand Rounds
- Community Building
- Summer Scholarship



# SPA-1

- Focus: knowledge/attitudes
  - Audience: 1<sup>st</sup> years (~30)
  - Facilitators: 2<sup>nd</sup> year ATP leaders
  - Duration: 10 classes
  - Format: 2 hours per class
    - 1<sup>st</sup> hour: didactic/group activity
    - 2<sup>nd</sup> hour: speaker/panel
  - Written syllabus/text
- Topics covered (2019):
    - Introduction
    - Housing
    - Incarceration
    - Disability
    - Immigrant/Refugee
    - LGBTQ Health
    - Reproductive Justice
    - Addiction/Substance Use
    - Violence
    - Class Wrap-up

# SPA-2

- Focus: skills
- Audience: 2<sup>nd</sup> years (~20)
- Facilitators: 4<sup>th</sup> year ATP leaders
- Duration: 8 classes
- Format: 2 hours per class
  - Interactive/collaborative activities with expert speakers
  - Time for individual projects
- Topics Covered (2018):
  - Introduction
  - Advocacy Campaigns
  - Power Mapping
  - Framework/Elevator Speeches
  - Institutional Advocacy
  - Legislative Tactics
  - Media/Persuasive Writing
  - Class Wrap-up

# SPA-3

- Focus: reflection, leadership
  - Audience: 3<sup>rd</sup> year students
  - Facilitators: 4<sup>th</sup> year ATP leaders
  - Duration: 3 sessions
  - Format: discussion based
- Marshall Ganz framework
    - Story of self
    - Story of us
    - Story of now
  - Journal club
    - NEJM Case Studies in Social Medicine

# SPA-4

- 603.1 Patient Advocacy and Community-Based Resources in Medicine
- Focus: capstone research, QI, intervention project
- Audience: 4th years
- Course director: Megan Sandel
- Duration: 4 weeks
- Format:
  - 50% at clinical setting (BHCHP, GROW clinic, Project RESPECT, etc.)
  - 50% executing advocacy-oriented project



# BUATP – Accomplishments

- Recent accomplishments

- BSHAC Summit
- BLS Naloxone Training
- SUD Curriculum

- Notable Alumni

- Chen Kenyon ('06)
- Dan Dworkis ('13)
- Molly Zielenbach ('16)
- Gen Guyol ('17)
- Andy Hyatt ('18)

- Scholarly Work

- “Bridging Advocacy with the Social Determinants: An undergraduate medical curriculum on the social determinants of equity.” Heather Sweeney, Armide Storey, Priya Garg, Megan Sandel. In-Process.
- “Lessons from the Spectrum of Physician Advocacy-1 Free-Time Elective” Katelyn Carey, Karen Foo, Genevieve Guyol, Jawad Husain, Janine Petito, Molly Zielenbach, Johnna Murphy, Megan Sandel. 2016. McCahan Medical Education Day.
- “Structured Advocacy Training Integrated into the Third Year Obstetrics and Gynecology Clerkship” Louis Yu, Nicole Economou, Erica Holland. 2015. McCahan Medical Education Day.
- “An innovative approach to advocacy training in undergraduate medical education at Boston University School of Medicine.” Hugo Carmona, Erin Hendricks Krizman, Daniel A. Dworkis, Chén Kenyon, Robert Witzburg. 2012. McCahan Medical Education Day.
- “The buATP: Incorporating Social Determinants of Health into Medical Education Through Innovative Partnerships Between Students, Residents and Faculty.” Angela Martinez, Diane Haddad, Lauren Fiechtner, Megan Sandel. 2012. McCahan Medical Education Day.
- Premkumar A, Barker A, DeLoureiro A, Sarathy L, & Dworkis DA. A call from below: [Why deeper education in health and human rights is crucial for medical students](#). *Health Hum Rights*. 2013.
- “[A framework for designing training in medical advocacy](#).” Dworkis DA, Wilbur MB, Sandel MT. *Acad Med*. 2010 Oct;85(10):1549-50.

# BUATP – Strengths and Gaps

- Strengths

- 14 year experience of teaching advocacy to students
- Consistent community of committed students

- Gaps

- Lack of institutional support
- Disconnect with medical school curriculum

# VIG – Purpose

- Premise:
  - BUSM is in a unique position to train students to become physician-advocates
  - BUATP has a wealth of experience teaching advocacy to students
  - We anticipate upcoming changes to the school curriculum
- Purpose:
  - Establish a centralized forum for key advocacy players to exchange ideas
  - Ensure curricular/extra-curricular advocacy education complement one another
  - Recognize/legitimize role of faculty who engage with advocacy education

# VIG – Members

- Key Faculty
  - Pre-clinical
  - Clinical
  - Global/Institutional
- BU Advocacy Training Program
  - Student leaders
  - Advisors

# VIG – Goals

- Establish VIG
- Map out current advocacy curriculum
- Establish competencies (knowledge, attitudes, skills)
  - Core competencies for all students graduating from BUSM
  - Higher-level competencies for students who opt-in
- Re-examine/design curricular advocacy curriculum
- Re-examine/design extra-curricular advocacy curriculum

Thank you!