Advocacy Modules Introduction

Dear User,

This educational tool consists of 5 Modules, each with a user guide designed to assist programs in expos-
ing residents to Advocacy. These modules vary in the level of involvement by both the program and in-
dividual resident(s). They are designed to create discussions on how to be an effective advocate for
women’s health. Please use the resources attached as individual modules or as a series.

Level of Involvement is graded on a scale of 1-5 for each of the modules (least involved - most in-
volved). Within each user guide are suggestions on how to incorporate this into your existing program
schedule/structure, intended use for each module, and the time involvement both in and out of the
“classroom”.

Module 1: Online (Blackboard) Powerpoint w/ Quiz (Level 1)
Module 2: Advocacy Education Videos (Level 2)
Module 3: Advocacy Journal Club (Level 3)
Module 4: Advocacy 101 (Level 4)
Module 5: Interactive Module (Level 5)

There are also several resources available through ACOG for residents to become more involved in Ad-
vocacy. We hope that you will encourage your residents take advantage of the opportunities below:

- District/Section Lobby Days
- **Gellhaus Resident Advocacy Fellowship:**
  - Two (2)- Four (4) weeks Fellowship in Washington, DC for OB/GYN residents to
gain a greater understanding of policy and political factors that shape the future of
obstetrics and gynecology. Housing and travel stipend provided.
- **Congressional Leadership Conference**
  - Three (3) day conference held annually in March in Washington, DC designed to
help OB/GYNs build and maintain lasting relationships with your U.S. Senator or
Representative on Capitol Hill.
- **Resident Advocacy Program**
  - Two (2) day program in Albany for District II (NY) Junior Fellows to learn about
state legislative and how to be a physician advocate.
- **Junior Fellow Rising Star in Advocacy**
  - Annual award recognizes an outstanding advocacy project created by a Junior
Fellow involving their institution; local, state or federal legislation; or political
advocacy.
  - Recipient wins sponsorship to the CLC.
- **OB-GYN PAC**
  - ACOG’s federal, non-partisan, political action committee helps elect and re-elect
Members of Congress who support our specialty.
- **Junior Fellow Leadership**
  - Nominations for District Leadership positions are due June 1
MODULE 1: ONLINE POWERPOINT & QUIZ WITH KEY

Level one (1) Involvement

TIME INVOLVEMENT
CLASS TIME: 30 minutes + quiz content

This session will review the U.S. Congress and legislative process at the federal level, as well as key committees that affect healthcare legislation. Presented in a Powerpoint format with a follow-up quiz.

Goals

The resident will be able to identify key components of the U.S. Congress and the legislative process.

Objectives

1. To understand the basic structure of the U.S. Congress
2. To have a fundamental understanding of the legislative process
3. To identify the committees in both the Senate and House of Representatives which impact healthcare

Materials and Aids

Power Point presentation and associated narrative with a follow-up quiz

Procedures/Methods

This module and associated quiz is designed to be take approximately 30 minutes. It is self-led. There is an associated narrative that accompanies the module.

A. Introduction
   1. Review Power Point with residents and objectives

B. Development
   1. The module is self-directed with an associated narrative for the resident to review

C. Practice
   1. After the module is complete, a short 10-question quiz will be available for the residents to complete and test their knowledge

D. Independent Practice:
   1. The resident can continue to refer to the module to review the material.
ACCOMMODATIONS (Differentiated Instruction)

The module will be available on-line for residents to review at anytime.

CHECK FOR UNDERSTANDING

They will be evaluated in the quiz.

CLOSURE

The quiz will be the closure of this module.

EVALUATION

Residents can provide direct feedback regarding the teaching session to their preceptors and scores on 10-question quiz.

Milestone Associated with this activity: SBP-2 Systems Based Practice: Cost effective care and Patient Advocacy. Completion of this module demonstrates Level 1 competency and elements of Level 2.

Additional Suggested Use: Use the Quiz as a Pre-/Post-Test to evaluate the impact of the module.
ONLINE ADVOCACY MODULE QUIZ-ANSWER KEY

1. Which of the following is NOT a U.S. House of Representative Committee?
   a. Ways and Means
   b. Government Reform
   c. Small Business
   d. Health, Education, Labor and Pensions (HELP) **
   e. Energy and Commerce

2. True or False. Majority party in each house has control over Committee Chairmanship.
   a. True **
   b. False

3. Committee Chairs can do which of the following:
   a. Hold a hearing on a bill
   b. Send the bill to the full House or Senate for a floor vote
   c. Bypass the committee and bring legislation directly to the floor
   d. A & B **

4. How long does the President have to sign a bill into law or to veto the bill?
   a. 10 days **
   b. 30 days
   c. 60 days
   d. 90 days
   e. Next legislative session

5. The slate is wiped clean and unfinished bills must be reintroduced to Congress after what time period?
   a. 30 days
   b. 90 days
   c. End of First Congressional session
   d. End of Second Congressional session **

6. Passage of most bills in the House requires which of the following?
   a. Simple majority **
   b. Complex majority
   c. 2/3 majority
   d. Unanimous decision

7. Which of the following is true?
   a. If the House and Senate pass two different versions of the same bill then the Senate version will go to the President for signature
   b. If the House and Senate pass two different versions of the same bill then a Conference Committee will be developed **
   c. The President has 30 days to sign a bill into law or to veto the bill
   d. A vetoed bill can become law if it has unanimous approval from both the House
8. Name which committees in House and Senate affect healthcare:
   a. House Committee(s): **Energy and Commerce, Ways and Means (Also, Budget and House Appropriations)
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
   b. Senate Committee(s): **Senate Finance Committee and the Health, Education, Labor and Pensions (HELP) Committee (Also, budget and appropriations)
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

9. Identify one “local” and one “national” issue you have identified in caring for patients and suggest one way in which you could advocate for positive change.
   a. Issue #1: ________________________________________________________________
   b. Issue #2: ________________________________________________________________
   c. Advocacy: ________________________________________________________________

10. Who is your U.S. House/Senate Representatives:
   a. House Representative: ________________________________________________
   b. Senate Representative: ________________________________________________

**The ACOG Legislative Action Center (click here) will find local U.S. representative by zip code. For the answer to question 10, please type in your residency program zip code in the find your elected officials section.

11. Which of the following describes a way in which a physician can be an advocate?
   a. Be knowledgeable and stay informed
   b. Call or email legislators
   c. Participation in national organizations such as ACOG
   d. All of the above **
MODULE 2: Advocacy Education Videos Powerpoint

Level Two (2) Involvement-

TIME INVOLVEMENT
CLASS TIME: 1 hour

Content

The session includes video modules for residents to review and discuss current affairs in access to care, reproductive rights, and legislative activities important to the practice of Obstetrics and Gynecology. Videos include two TED talks, ACOG advocacy video and a video of testimony that Hillary Clinton provided in support of reproductive health.

Goals

To improve resident understanding of the social and cultural barriers to accessing healthcare related to the practice of Obstetrics and Gynecology

Objectives

1. To be able to identify groups of people marginalized in the current healthcare environment
2. To identify possible areas of restriction of access to care within the United States and abroad
3. To identify resources to alleviate these issues of access and marginalization
4. To express opportunities for change within their own practice/clinic setting

Materials and Aids

Four+ residents to allow for discussion, an attending physician or senior resident to facilitate discussion, Computer with capability to connect to a projection system and internet capability.

Procedures/Methods

1. Play selected video module with review of transcript as appropriate
2. Allow for classroom discussion of material presented, or small groups as appropriate to size of class (would suggest groups of no more than 10-16 for discussions)
ACCOMMODATIONS (Differentiated Instruction)

Powerpoint available online for residents unavailable to attend the session.

CHECK FOR UNDERSTANDING

Group discussion. Facilitator should engage residents equally, if possible.

CLOSURE

Review with residents the importance of access to care, reproductive rights, and legislative activities important to the practice of Obstetrics and Gynecology.

EVALUATION

Milestone Associated with this activity: SBP-2 Systems Based Practice: Cost effective care and Patient Advocacy. Completion of this module demonstrates Level 2 competency.

- Residents list access issues in their own clinical practice
- Ask for suggestions for improving cultural understanding in their clinical practice
- Residents can report on healthcare legislative activities going on in their state/region/country

Additional Suggested Use: Use this video as a segment of the didactic program for a local Lobby Day or with Medical Students (e.g. OBGYN Interest Groups).
MODULE 3: JOURNAL CLUB

Level Three (3) Involvement

TIME INVOLVEMENT
   CLASS TIME: 30 min-1 hour

Content

This session will review up to four (4) articles that stress the importance of advocacy in the field of obstetrics and gynecology. Program directors can select a minimum of 2-3 articles for residents to discuss during a Journal Club session. Discussion questions are provided to help guide the group discussion. Programs may add additional articles for discussion along this topic and residents may be encouraged to generate additional questions for discussion.

Goals

This module is designed to review articles that strengthen understanding of the role and importance of advocacy in the field of OB/GYN, and generate discussion.

Objectives

1. Describe and think critically about the article assigned.
2. Facilitate a discussion among fellow residents about the key concepts of the articles

Materials and Aids

Journal articles and sample discussion questions and powerpoint and/or handout provided by assigned resident(s). It may work best to assign 1 article per resident or assign to a resident on a research/elective rotation.

Procedures/Methods

A. Introduction
   1. Review Goals & Objectives of the Journal Club

B. Development
   1. Assign each article to a resident. They should prepare ahead of time, think critically, and present (ideally with PowerPoint):
      - The research question and hypothesis
      - Description of study design and methods
         1. Is this the best study design to answer the research question?
         2. Is there confounding? Bias? What type(s)?
         3. What statistical analysis was performed and was this appropriate?
      - Study results
- Conclusion
  1. Include strengths and weaknesses of the study

C. Practice
  1. Resident presenter will facilitate discussion of journal article based on sample questions and/or self-generated questions

D. Independent Practice:
  1. Resident presenter will develop critical review of the assigned article and reflect on discussion questions to facilitate a group discussion.

  2. Some of the articles included are editorials or summaries rather than studies. In this case, it will be important to summarize the background and information presented as well as conclusions

ACCOMMODATIONS (Differentiated Instruction)

Powerpoint/Presenter Handout available online for residents unavailable to attend the session. Selected Journal articles available and distributed to residents in advance of the session for review.

CHECK FOR UNDERSTANDING

Group discussion with each journal article. Facilitator should engage residents equally, if possible.

CLOSURE

Review with residents the importance of physician advocacy as it impacts patient care and healthcare policy.

EVALUATION

Use CREOG Journal Club Milestone Assessment Tool.

Residents can provide direct feedback with existing program evaluation system.

Milestone Associated with this activity: SBP-2 Systems Based Practice: Cost effective care and Patient Advocacy. Completion of this module demonstrates Level 1 competency and some elements of Level 2 competency.
MODULE 4: ADVOCACY 101 POWERPOINT

Level Four (4) Involvement

TIME INVOLVEMENT
CLASS TIME: 1-2 hours

Content
This session will review basic concepts in advocacy, including the legislative process. Residents will be guided through a series of case presentations and discussion of advocacy at all levels, from local to international.

Goals
The resident will be able to identify key components of advocacy at all levels, as well as the legislative process

Objectives
1. To understand a basic overview of Advocacy in Medicine
2. To differentiate between being an advocate and a lobbyist
3. To have a fundamental understanding of the legislative process
4. To understand advocacy at the local, state, national and international level
5. To understand how to be an advocate at the local, state, federal levels

Materials and Aids
Power Point presentation and associated slide script

Procedures/Methods
This Power Point is designed to be given over approximately 1 hour with time for discussion. It must be led by a facilitator. There is an associated slide script that accompanies the Power Point.

B. Introduction
   1. Review Power Point with residents and objectives

B. Development
   1. Review cases with residents and facilitate discussion

C. Practice
   1. Discuss with residents how to implement advocacy into daily practice

D. Independent Practice: (N/A)
ACCOMMODATIONS (Differentiated Instruction)

Power point available on-line for residents who are unavailable to attend session with associated slide script

CHECK FOR UNDERSTANDING

Group discussion with each individual case

CLOSURE

Review with residents how to incorporate all levels of advocacy into daily practice

EVALUATION

Milestone Associated with this activity: SBP-2 Systems Based Practice: Cost effective care and Patient Advocacy. Completion of this module demonstrates Level 1 competency and some elements of Level 2 competency

Residents can provide direct feedback regarding the teaching session to their preceptors
MODULE 5: INTERACTIVE ADVOCACY

Level Five (5) Involvement

TIME INVOLVEMENT
CLASS TIME: 1 hour
INDEPENDENT TIME: 1-2 weeks

Content

This session is designed to give the individual resident a “real” life interactive experience with some of the social, economic and environmental barriers for patients to be compliant with our medical recommendations. After the task is assigned; the experience of each module is unscripted to allow for a unique experience for each resident.

Goals

This module is designed to create a dialogue about how to advocate for optimal outcomes in light of the various obstacles.

Objectives

1. Better identify barriers patients may experience in obtaining and complying with health care
2. Better understand struggles patients may have in optimizing their health care goals
3. Offer suggestions to overcome some of these barriers so that patients become more compliant, thereby improving their overall health.

Materials and Aids

1. Cost Module:
   • Medicaid application
   • Resident check stub
   • Bills and driver’s license,
   • Known average income in your area,
   • Cost of common lab, tests, imaging, medications for your primary hospital

   For all above activities, social worker available for debrief session.

2. Transportation Module:
   • Access to public transportation, money for bus route.

3. Advocacy Module:
• Local participants (residents, fellows, attending physicians)
• Contact information of state/local representatives' staff members
• Contact information of district legislative chair and Junior Fellow Legislative Representative
• Access to online ACOG legislative resources

4. **Compliance Module A&B:**

- Tic-Tacs mints in two different colors/flavors, written prescription for the tic-tac medications, defined location for a “pharmacy” (i.e. actual hospital pharmacy or program director/coordinator office with normal office hours), empty pill bottles for 2-weeks supply of medications, $5 for medication co-pay (resident), labels for pill bottles for medication instructions,

- Outpatient clinic receptionist appointment schedule for resident check-in (sign-in sheet), clinic policy and procedures for appointments (missed, no show)

**Procedures/Methods**

**A Introduction**

1. Review the task assigned to the individual resident(s) and which resident participated in the task.

**B. Development**

1. Assign a max of 1-4 resident for each of the 3 scenarios for the two-week period.

**C. Practice**

1. Choose 1 resident per scenario to discuss the activity he/she was assigned and some of the challenges faced in completing the task. Allow the other residents who participated in the same task to add any additional comments.
2. Review the discussion questions as a group
3. Allow the Social Worker to help facilitate a discussion on how physicians can assist patients in overcoming these barriers.

**D. Independent Practice:** Each scenario is an independent assignment

**ACCOMMODATIONS (Differentiated Instruction)**

Accommodations should be made to notify the staff (clinic and administrative) as the task assigned to the residents with instructions on how to distribute or collect information (i.e. prescription, co-pays, appointment sign-in sheet).

**CHECK FOR UNDERSTANDING**

Group discussion with each individual case scenario.
**CLOSURE**

Review with residents how to incorporate a level of empathy for the various barriers to achieving optimal outcomes into daily practice and advocate for improvement in these areas.

**EVALUATION**

Milestone Associated with this activity: SBP-2 Systems Based Practice: Cost effective care and Patient Advocacy. Completion of this module demonstrates Level 1 competency and some elements of Level 2, 3, and 4 competency

Residents can provide direct feedback regarding the teaching session to their preceptors