

PAEA Advocacy Curriculum Faculty Guide

To help students retain key concepts from the Advocacy Curriculum, PAEA recommends that faculty supplement lecture content with facilitated classroom-based exercises. The following exercises are designed to reinforce core learning objectives while providing students with an opportunity to think critically about how to apply advocacy skills in different scenarios. Prompts to assist faculty in implementing these exercises in their classroom can be found on the pages listed below.

Exercise 1: PAEA Policy Priorities - Discussion Questions

Page 2

Compatible Lectures: Essentials, Comprehensive

Estimated Time: 30-45 minutes

Learning Objective: Students will develop a better understanding of PAEA policy agenda, identify which priorities are most important to them, and think critically about other policies that would benefit PA education.

Exercise 2: Create Your Own Advocacy Message

Page 3

Compatible Lectures: Essentials, Comprehensive

Estimated Time: 15-30 minutes

Learning Objective: Leveraging PAEA's Grassroots Action Network, students will learn how to advocate for a policy issue using personal stories/experiences by customizing and submitting their own advocacy message to members of Congress.

Exercise 3: Congressional Meeting Simulation

Page 4

Compatible Lectures: Essentials, Comprehensive

Estimated Time: 45-60 minutes

Learning Objective: Through organized brainstorming, students will build greater confidence in their ability to meet with an elected official by preparing an advocacy pitch to their member of Congress that requests support for a hypothetical bill.

Exercise 4: What is Your Advocacy Strategy?

Page 5

Compatible Lecture: Comprehensive

Estimated Time: 45-60 minutes

Learning Objective: Students will enhance their knowledge of how to build an effective advocacy strategy by using the advocacy toolkit discussed during the session to address an assigned policy issue.

PAEA Advocacy Curriculum Faculty Guide

PAEA Policy Priorities - Discussion Questions (30-45 Minutes)

Faculty may choose to leverage discussion questions to elicit student reflections on the content included in either the Essentials or Comprehensive advocacy session. Once the advocacy session has concluded, pose the following questions to students to reinforce the information they learned about PAEA's health and education policy portfolio and stimulate further discussion about their own interests as well as other policies that would benefit PA education:

1. Of the health care and education priorities for PAEA that were discussed, which policies resonated with you most in terms of mission and impact and why?
2. What are some of the implications of clinical training site shortages for programs?
3. Why is it important for the PA profession to be positioned as a leader in the response to public health crises?
4. What other issues in health professions education might federal funding help to address?
5. What other strategies might be effective in strengthening the diversity of the PA workforce?
6. What impact does student loan debt have on your future career decisions?

PAEA Advocacy Curriculum Faculty Guide

Create Your Own Customized Advocacy Message (15-30 Minutes)

One of the key elements of any compelling advocacy communication is the incorporation of personal stories. Sharing the personal stories of advocates is a powerful way to demonstrate the impact that policy has on the lives of real people and helps policymakers gain a more well-rounded understanding of what their constituents need. This exercise will help students cultivate their storytelling skills within the context of advocacy.

Following the completion of either the Essentials or Comprehensive advocacy session, direct students to PAEA's Grassroots Action Network, which is accessible through this link: <https://votervoice.net/PAEA/Home>. Instruct the students to select a federal campaign listed within the Action Center and customize the default messaging to integrate their perspective on how the policy issue would impact themselves or other students. Once this is complete and the students have sent their message, facilitate a group discussion on how the students approached customizing their communication and how they might engage in story-based advocacy during future interactions with policymakers

PAEA Advocacy Curriculum Faculty Guide

Congressional Meeting Simulation (45-60 Minutes)

This exercise is designed to provide students with an opportunity to practice direct advocacy skills through a roleplaying scenario. The following prompt can be used to structure this activity:

Last week, a new bill was introduced in the House of Representatives that would create a federal tax incentive for PA student preceptors who work in rural and underserved settings. The bill is titled H.R. 425 – the PA Student Training Act. To generate support for this legislation, your group will be meeting with the member of Congress who represents the district where your PA program is located and will ask them to cosponsor H.R. 425.

Divide students into groups for 15 minutes and ask them to identify the concepts and data that are most important for the member of Congress to know when considering their position on the bill. Ensure that each group appoints one group leader to present their meeting strategy to the class once the 15 minutes has concluded. Ask students to consider the following group discussion questions when brainstorming their congressional meeting approach:

1. Why is the bill important?
2. What impact would the bill have on your PA program?
3. Do you know of any instances either personally or second hand where clinical training has influenced practice choice?
4. How would the bill impact the district?
5. Does the bill align with any of the representative's current policy priorities?

When assessing each group's strategy, note that an ideal meeting approach will:

- Highlight the need to address the clinical sites shortage as well as health workforce shortages in rural and underserved areas;
- Illustrate that clinical experiences in rural and underserved areas have the potential to influence PA students to practice there after graduation;
- Incorporate relevant personal stories;
- Convey compelling program or district level information such as program difficulty securing clinical rotations for students or a high number of rural and underserved areas in the state or district (if applicable); and
- Connect the bill to one or more of the representative's policy priorities.

PAEA Advocacy Curriculum Faculty Guide

What is Your Advocacy Strategy? (45-60 Minutes)

The following exercise is an advanced approach designed to strengthen students' strategic planning skills. Working in small groups, students will have 15 minutes to develop an advocacy strategy using the advocacy toolkit discussed during the Comprehensive advocacy session to advance a bill that would provide \$100 million in direct payments to preceptors in exchange for training health professions students. Once all groups have been assigned, ask students to appoint one group leader to present their final advocacy strategy to the class after the 15-minute breakout has concluded. Prior to the group breakouts, inform the students that they are not required to use every tool in the toolkit unless they feel it is necessary for their approach.

Prior to initiating breakouts, remind students that the advocacy toolkit consists of four key advocacy functions:

- Direct Lobbying - Meetings/calls conducted by lobbyists with policymakers and their staff in the legislative and executive branches;
- Grassroots Lobbying - Meetings/calls/social media activities conducted by constituents with policymakers and their staff in the legislative and executive branches;
- Coalition Advocacy - Partnering with other organizations/stakeholders on advocacy efforts; and
- Statement/Written Communications - Public statements, press releases, letters, and testimony meant to influence legislative and executive branch policymakers.