

LEADERSHIP TRAINING IN CHILD ADVOCACY: COMMUNITY PROGRAMS, POLICIES AND SKILLS

AN ADVOCACY CURRICULUM FOR THE COMMUNITY PEDIATRICIAN

COURSE DIRECTOR

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THE RIGHT TO HEALTH CARE

A Child's Right To Health Care: Does It Exist? Should It Exist?
The Health Status of Children: Determinants, Trends, and Interventions
Creating and Using Community Data on Children's Health for Advocacy

BUILDING BLOCKS OF CHILD HEALTH

Income & Anti-Poverty Programs
Welfare Reform
Food & Anti-Hunger Programs
Housing & Neighborhood
Education

THE HEALTH CARE SYSTEM

Health System and Safety Net Providers
Insurance
Managed Care

SPECIAL POPULATIONS

Early Childhood
Children with Special Health Care Needs
Adolescents

*The Anne E. Dyson Foundation
Pediatric Training in the Community*

Leadership Training in Child Advocacy: Community Programs, Policies, and Skills		
CHILD HEALTH AND PUBLIC RESPONSIBILITY: WHAT'S THE CONNECTION?		
1	November 3, 2000	A Child's Right To Health Care: Does It Exist? Should It Exist?
2	December 1, 2000	The Health Status of Children: Determinants, Trends, and Interventions
3	November 3, 2000	Creating and Using Community Data on Children's Health for Advocacy
ESSENTIAL BUILDING BLOCKS FOR CHILD HEALTH		
4	December 1, 2000	Income & Anti-Poverty Programs
5	January 26, 2001	Welfare Reform and Child Health
6	February 23, 2001	Food, Nutrition & Anti-Hunger Programs
7	March 23, 2001	Fragile Babies and Home Visiting
8	April 20, 2001	Children's Issues in the New York State Legislature
9	27-Jul-2001	Why Are We Here? Advocacy & Community Pediatrics
10	3-Aug-2001	How to Spot a Child Advocacy Issue in Your Community - And What To Do When You Find One
12	20-Sep-2001	Invitation to Community Meeting on Hunger and Nutrition
13	5-Oct-2001	How the Community Meets The Mental Health Needs of Children and Youth -- And What's Missing
14	2-Nov-2001	Violence in the Community
FEATURES OF THE CHILD HEALTH SYSTEM		
15	7-Dec-2001	The Safety Net for Children: Clinics, Hospitals and Health Centers
16	11-Jan-2002	Infants & Toddlers: Community Health Programs
17	8-Feb-2002	Violence in the Family: Policy Debates in Child Abuse
18	8-Mar-2002	Health Care Reform and Children: The Uninsured and Managed Care
19	5-Apr-2002	Children with Special Health Care Needs
20	3-May-2002	Legislative Forum (tentative)
21	7-Jun-2002	Child Health Advocacy Agenda: Your Report to the Community

WELCOME! AND WHAT TO EXPECT.

From: Molly McNulty, JD
Course Director, Child Advocacy in Resident Education ("CARE") Seminars
Sent: Friday, October 27, 2000
Subject: **Leadership Training in Child Advocacy:
Community Policies, Programs, and Skills**

Dear CARE Track Residents,

Welcome to the Child Advocacy leadership seminars! I am excited about the kick-off of our seminar series on November 3rd, and would like to share some basic information with you. This monthly seminar series will offer leadership training in child advocacy by teaching:

- **KNOWLEDGE** about public policies and programs affecting the health and well-being of children from birth to age 21; and
- **SKILLS** to enable you to assume a leadership position in our community on behalf of children.

Schedule

The seminar series is designed in a two-year cycle. Each monthly seminar will focus on a particular topic; broader topics will be discussed for two months. Each seminar will fall roughly into two parts. The first half of the seminars will build your knowledge base in policies and programs, through lecture, guest speakers, presentations and discussion. The second half of the seminars will consist of practice exercises of specific leadership skills.

The seminars will be offered in Helen Wood Hall, on the 4th floor in classroom 209. About every other month, the seminars will take place off campus, at community sites related to the topic at hand.

Requirements

There are two required textbooks for the seminars:

Maternal and Child Health: Programs, Problems, and Policy in Public Health, Jonathan B. Kotch, editor (Aspen: 1997), and

Health Care for Children: What's Right, What's Wrong, What's Next, Ruth E.K. Stein, editor (United Hospital Fund: 1997).

Web references and handouts will supplement reading assignments. Most material will be posted on the web through the URM "Topclass" system, so that you can access it at any time.

This is a graduate level seminar, and accordingly the following requirements are in place:

- Pre-test and post-tests,
- Completion of assigned reading and web 'homework' prior to class,
- Attendance and participation in class discussions and exercises,
- Completion of community leadership assignments.

All course requirements have been designed with the awareness of your other professional responsibilities as pediatric residents. Assignments will be brief, relevant, and interesting!

Results

In return, you can expect that you will gain:

- Leadership competencies in knowledge and skills, as established by the Association of Teachers of Maternal and Child Health;
- A mentored transition into a position of community leadership as a child advocate; and
- A collegial network of support and inspiration.

You are very welcome to call me, email me, or stop by my office in Helen Wood Hall (4th floor, Room 126).

I look forward to meeting you in person very soon!

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A CHILD'S RIGHT TO HEALTH CARE: DOES IT EXIST? SHOULD IT EXIST? LEADERSHIP FOR CHILDREN

Child Advocacy Leadership Seminar I
November 3, 2000
1:30pm - 4:30pm
Helen Wood Hall Room 209

Professor Molly McNulty
Department of Community & Preventive Medicine
273-2586
mailto:molly_mcnulty@urmc.rochester.edu

Knowledge Objectives

1. Knowledge and understanding of the philosophy, values, and social justice concepts associated with child advocacy, especially the concepts underpinning a child's right to health. [5.0K1]
2. Knowledge of how children's rights are defined internationally, and in the United States.
3. Knowledge of the principles of ethical and civic leadership. [5.0K2]

Skills Objectives

1. Effective written communication skills, including interaction with the media to disseminate child health information. [MCH 5.0SI1]
2. Responsible civic leadership through informed voting.

Assignments (before class)

1. **"Children's Rights, Social Justice, and Advocacy in Maternal and Child Health,"** Chapter 1 in Maternal and Child Health: Programs, Problems, and Policy in Public Health (Aspen: 1997)
2. American Academy of Pediatrics, **The Pediatrician's Role in Community Pediatrics**, June 1999, <http://www.aap.org/policy/re9826.html>
3. In United Nations Children's Fund (UNICEF), **The State of the World's Children 2000**, <http://www.unicef.org/sowc00/>, click on
 - "An Urgent Call to Leadership," and
 - Map, "Rich World, Poor World," http://www.unicef.org/sowc00/sowc00_67_80_big.pdf
4. **Long Live Community: Social Capital as Public Health**, by Ichiro Kawachi, Bruce P. Kennedy and Kimberly Lochner, *The American Prospect* no. 35 (November-December 1997) <http://www.prospect.org/> Click on "Topical Archives," scroll down to the "Culture and Politics" section, click on "The Tocqueville Files," then click on "Long Live Community"

Leadership Exercises (during class)

1. How to write a Letter to the Editor
2. How to vote your values on behalf of children

"Vote Your Values" Exercise

Leadership Skill: Responsible civic leadership through informed voting

Activities

1. Learn the **registration** process well enough to conduct outreach to unregistered voters
2. **Plan your time** to assure you vote on election day, Tuesday, November 7th
3. **Get out the vote:** create a strategy to bring three people to the polls
4. **Identify** who represents you.
5. Research your candidates' voting "**report cards**" on children's issues

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1. Learn the **registration** process well enough to conduct outreach to unregistered voters
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Where can you find information on how and where to register?

How does one register to vote?

Are you registered to vote?

Are your friends?

2. **Plan your time** to assure you vote on Election Day, Tuesday, November 7th
-

Where will you vote?

When will you vote?

3. **Get out the vote:** create a strategy to bring three people to the polls
-

Who will you bring to the polls?

4. **Identify** who represents you
-

Information Source

What electoral districts are you in?

National
State
Local

"Write Your Values" Exercise

Leadership Skill:

Effective written communication skills, including interaction with the media. [MCH 5.05II]

Activities

1. Read past Letters written by Rochester pediatricians.
2. Read today's local newspaper and identify current community activities that affect children's health and well-being.
3. Write a Letter to the Editor of the Democrat and Chronicle, and include:
 - ❑ **Whether the community should support or oppose the activity,**
 - ❑ **How it would affect children, and**
 - ❑ **The moral and social justice argument for your position.**
4. Mail the letter!

Guidelines for Writing a Letter to the Editor

1. All submissions must include your name, address and daytime phone number.
2. Limit letters to fewer than 175 words.

THE HEALTH STATUS OF CHILDREN: DETERMINANTS, TRENDS, AND INTERVENTIONS

Leadership Training in Child Advocacy
Seminar 2
December 1 2000

Knowledge Objectives

1. To learn how the well being of children in a society is measured.
2. To describe the determinants of child health.

Skills Objectives

1. Prepare data from vital statistics and censuses relevant to the health of MCH populations.

Assignments (before class)

Reading

1. "**Recent Trends in the Health of U.S. Children**," Klerman, Lorraine V. and Perloff, Janet D. Chapter 2 in Health Care for Children: What's Right, What's Wrong, What's Next (Stein, Ed.)
2. "**Social, Economic, and Medical Care Determinants of Children's Health**," Chapter 3 in Health Care for Children: What's Right, What's Wrong, What's Next (Stein, Ed.)

Web Homework

1. Read the description of "Healthy People 2010" at the home page <http://www.health.gov/healthypeople/>. Read "What Are the Leading Health Indicators?"
2. America's Children 2000, Health Indicators, <http://www.childstats.gov/ac2000/highlight.asp>
3. Child Health 2000, <http://www.mchb.hrsa.gov>

Leadership Exercises (during class)

1. Create a state report card on children's well being.

Leadership Exercise

Create a "Report Card" On Children's Well-Being in the United States

1. Which measures do you think should be included in your report on children's well being?

2. Where can you find data on these measures?

<i>Measure</i>	<i>Data Source</i>	<i>Web Address</i>

3. Does the data available meet the criteria for measures suitable for informing improvements in the health care system?

- 1) Related to a disease, condition, or cause of death whose incidence or **prevalence is relatively high** and that **could be prevented** or greatly reduced through known and available interventions;
- 2) Capable of being **measured reasonably precisely and consistently across time and geographic boundaries**
- 3) **Easy to obtain** from data sources that are both complete and valid (i.e., they must measure the phenomena accurately);
- 4) **Based on a population** or, if based on a sample, chosen in such a way as to eliminate bias;
- 5) Collected on an ongoing basis so that **trends can be charted** and made available quickly and periodically, preferably through governmental or journal publication; and
- 6) Able to be **linked to other information**, such as poverty level or maternal education, which will assist in interpreting the findings.

Source: Klerman & Perloff, Recent Trends in the Health of U.S. Children, in Health Care for Children (Stein: 1997).

4. How do these measures compare to those used by UNICEF? To U.S. Trends?

[STATE OF THE WORLD'S CHILDREN 2000](#)

Click on "Statistical Tables," then "[Measuring Human Development: An Introduction to Table 8.](#)"

- From UNICEF's perspective, why should children's well being be measured world-wide?
- UNICEF chose a measure, the "U5MR", as its principal measure for children's well being. What were the specific reasons UNICEF chose this particular measure?
- What definition of social justice is reflected in this choice of measure?
- What is the U5MR "reduction rate" all about?
- What do the measures chosen by UNICEF to measure children's well being (the U5MR and the reduction rate) have to do with social policy?

TRENDS IN THE WELL-BEING OF AMERICA'S CHILDREN AND YOUTH 1999

Click on and read the "[Detailed Table of Contents.](#)"

- Which measures are the same as those international measures used by UNICEF?
- What are some notable differences in the measures used by the U.S. compared to UNICEF?

Leadership Training in Child Advocacy

Seminar 3

Creating and Using Community Data on Children's Health for Advocacy

Case Study on Childhood Lead Poisoning Prevention

OBJECTIVES

Knowledge Objective

1. The structure and roles of legislative, judicial, and administrative bodies at the national, state, and local levels.

Skills Objective

1. Collect and summarize data relevant to a particular policy/problem; articulate the health, fiscal, administrative, legal, social, and political implications of each policy option.

READING ASSIGNMENT

Health Action Priorities for Monroe County: Maternal/Child Health Report Card Update February 2000. If you cannot find time to read the entire Report Card, please read at least: the Table of Contents, the Executive Summary, pp 26-28, and pp 49-50. If you have not yet received a copy contact Sandi Tu at ext. 3-3737

WEB WORK ASSIGNMENT

During seminar 2, the class selected 3 measures for our community report card:

1. Child poverty,
2. Infant and child mortality, and
3. Growth and development.

This web work assignment asks you to research one condition affecting children's growth and development - lead poisoning - and to use your research to create a community-level advocacy strategy.

STEP ONE: Research Public Health Data and Programs

Read the Table of Contents of the [New York State Maternal and Child Health Plan](#) to identify whether any county level data for Monroe County exists related to childhood lead poisoning. (Hint: skim section 5.8, "Tables and Figures," in Part V), and whether any programs are described that address issues related to lead poisoning. (See charts on page 30&31, skim descriptions of programs 32-40).

STEP TWO: Research Community Values, Facts, Programs and Policymakers

Search the local newspaper (the [Rochester Democrat and Chronicle](#)) to find articles that provide local data, that describe community members' perceptions of the problem, or that describe local programs OR policies.

STEP THREE: Creating a Community Advocacy Strategy

Bring these materials to class on Friday for our in-class leadership skills exercise.