



Background

The purpose of this year's workshop is to introduce trainees to discipline-relevant policy matters, with a special emphasis on EHDI reauthorization and its implications for how state programs are carried out. Trainees will learn about the basis for EHDI legislation, identify and discuss key issues that lawmakers are currently being asked to consider, and work in teams to develop effective advocacy strategies – including ones that engage trainees/professionals from other disciplines.

Before the Workshop

Before the workshop, trainee cohorts will be required to schedule brief in-person or virtual meetings with their state's EHDI manager. The goal of this activity is not only to provide trainees with important context for the discussion of broader reauthorization issues, but give them a basis for comparison. A list of recommended readings will also be provided.

Workshop Agenda

00:00 – 00:05

Introduction – *Anne Marie Tharpe, Vanderbilt LEND*

- Trainees will learn about what prompted audiology faculty to plan a policy-focused workshop, review learning objectives, and receive background information on the guest facilitator.

00:05 – 00:30

“EHDI Policy and Reauthorization 101” – *Caroline Goncalves Jones, ASHA*

- This presentation (to occur while trainees are eating lunch) will cover background information on EHDI, what improvements can be found in the proposed legislation, how the coalition came together, where we currently stand, what to expect in terms of impact, and how trainees can play a role in successful passage and implementation.

00:30 – 00:55

Small Group Discussion #1

- In pre-sorted groups, trainees will report on their conversations with state EHDI managers using the questions below as a guide. The objective is to see which issues emerge and understand how and why states are approaching them differently. At least one faculty member will moderate the discussion, but it will be trainee-driven to the greatest extent possible. After discussion, each group will briefly report on what they learned.
 - What aspect of your state EHDI program do you feel is especially innovative or unique?
 - What is the most important EHDI issue or challenge facing your state at this time?
 - What legislative and/or programmatic changes would be most helpful?
 - What would be the state-level impact (on families, professionals, etc.) if federal EHDI legislation weren't reauthorized?

00:55 – 01:05

“What is Advocacy?” – *Caroline Goncalves Jones, ASHA*

- Brief presentation on what it means to be an advocate and why trainees/professionals are particularly well-positioned



01:15 – 01:35

Small Group Discussion #2

- With their own program cohort, trainees will brainstorm strategies for how they (in collaboration with their peers from other LEND disciplines) can meaningfully engage in EHDI policy matters at the state and federal levels. After discussion, each group will briefly report on one strategy they will commit to implementing in the coming months.

01:35 – 01:55

“Next Steps” – *Caroline Goncalves Jones, ASHA*

- This presentation will respond to and build on the ideas that trainees have brought forth, focusing on EHDI-specific advocacy strategies and how to carry them out.

01:55 – 02:00

Conclusion – *Jack Roush, North Carolina LEND*

- Thank all participants (especially the guest facilitator) for participating, encourage trainees to act on the strategies they’ve developed, acknowledge the contributions of Irene Forsman, and remind everyone to fill out an evaluation form before leaving.

After the Workshop

A planning committee volunteer will collect evaluation and send a summary of trainee feedback to the LEND pediatric audiology workgroup prior to its workshop debrief call, during which time the sustainability of this model will be discussed. Another planning committee volunteer will submit a description of the workshop (and all supporting documents) to the “Audiology” section of the ITAC Training Toolbox.