

May 30, 2013 Directors Meeting Discussion Question Notes:

Policy and Advocacy Performance Measure (PM #85)

1. What are some specific strategies that could be used to assess the policy knowledge and skills of trainees within LEND and DBP training programs?
 - Developing specific instruments related to policy and advocacy measurement
 - Prior to a policy activity, have trainees primed about what to look for, then have them write a reflection paper after the policy activity and all review reflection papers
 - Critique of mock presentation to legislative aide, or other experienced faculty
 - Pre and post self-assessment based on MCH competencies
 - Online modules with knowledge based testing
 - Self-reporting of knowledge and skills
 - Policy analysis assignment with scoring rubrics
 - Identify individual project related to policy then do a comprehensive evaluation of the project
 - Add question to 1, 5 and 10 year follow up survey of trainees regarding policy, advocacy and technical assistance
 - Readings, discussions, course projects (oral presentations, written paper at end of course)
 - A faculty member designated to identify trainees interests, mentor to guide and evaluate advocacy development
 - 360 degree assessment with faculty
 - Have a written exam on knowledge

2. A. How can LEND and DBP faculty mentor trainees in the development of policy knowledge and skills?
 - Trainees shadow faculty
 - There may be value in reflective activities – ex. journal entries as an informal source of data – can be revealing to measure understanding and aid in mentoring
 - Mock presentations of platform to legislative aid, mentored by aides
 - Side by side mentoring with faculty (family) who are very active in legislature
 - Attend advocacy activity with family faculty (IEP/IFSPs meeting) side by side and fellows teach medical students about 504s and IEPs
 - Self-advocacy faculty – does trainings on self determination
 - Use clinical experiences to guide policy/advocacy experiences

- B. How can LEND and DBP faculty enhance their own policy knowledge and skills?
 - Faculty get involved on state committees/advisory panel – state agency
 - Use relationships/networking with other state agencies
 - Engage in professional associations and get involved in their policy committees

- Incorporate policy development into director meeting/subcommittee
 - Utilize community champions to lead workshops
 - Important for faculty to take ownership of competency in policy knowledge
 - AAP sponsored faculty development courses
 - Importance of de-briefing, both on faculty and trainee levels
 - Focus on how policy impacts clinician
 - Have faculty reflect on their interests or expertise
 - Have faculty look at the MCHB competences in relation to their own interests/productivity
 - More policy training for faculty
 - Opportunities to spend time with and get to know policy makers, relationship building
3. What additional resources do the LEND and DBP training programs need to improve the degree to which long-term trainees engage in policy development, implementation and evaluation?
- Develop formal curriculum
 - Online trainings of policy development, implementation and evaluation; modules that would provide basic information about policy on the federal level
 - More policy assessment tools
 - Inter-LEND internal assessment for quality improvement
 - Disability Policy Seminar: Other supplemental resources (\$) to afford DPS; move DPS to an earlier date (Jan/Feb) so there is time for implementation and follow up; DPS should be made available online, especially important for distant programs
 - Webinars of standardized LEND curricula on big topics - create some library or archive that is broken down into topic areas so easier to access training when you are available
 - Make the LEND trainee cycle a 2 year cycle instead of a 1 year cycle
 - Leadership development course for all residencies – pediatrics and family medicine
4. Other strategies to help trainees develop their policy and advocacy knowledge and skills.
- Activities designed around policy – state wide campaigns, field trip to state legislature, attend public or online forums
 - 2 day policy workshops
 - Advocacy fair – working with local advocates
 - Didactic strategies – bring in legislators to discuss issues around policy and advocacy and developmental disabilities
 - Formal graduate course offering
 - Provide students the opportunity to self-evaluate their policy/political views; have trainees take existing measures of how they fall on the continuum of conservative to progressive
 - Develop policy advocacy strategies pitched to the “other side”
 - Engage trainees in knowledge translation activities through publications that target policy audiences

- Have trainees find, bring in, and discuss the legislative platforms of their professional associations
- Conference for families on advocacy – trainees involved in doing the teaching
- Coursework/discussion in: conflict resolution, budget management, integrate research interests into policy work, learning to do program evaluation, creating pillars (cultural competencies, ethics), testifying
- Look at how policy spreads out to agencies
- Trainee opportunity to hold their own policy briefing with a representative at the state level – maybe aides if representative not available
- Threading policy and advocacy across all areas of program