

### BACKGROUND

Advocacy training for healthcare professional students is essential to equip them with the skills needed to effectively champion patient rights, influence health policy, and address systemic inequities.

As future leaders in healthcare, students must be prepared to navigate complex social and political landscapes to ensure equitable access to quality care for all future patients.

## APROACH

Education on healthcare advocacy and policy is lacking in traditional medical school curriculums (1). However, there is increasing demand for healthcare professionals to be advocates for science and medicine. To fill the gap, we developed an advocacy education module for health profession students and trainees across the campus. The plan is for this to include PA students, dental students, nursing students, and medical students.

# **Healthcare Advocacy Education and Health Profession Student Attitudes** Parker Juels BA<sup>1</sup> and Aimee Pugh-Bernard PhD<sup>1,2</sup>

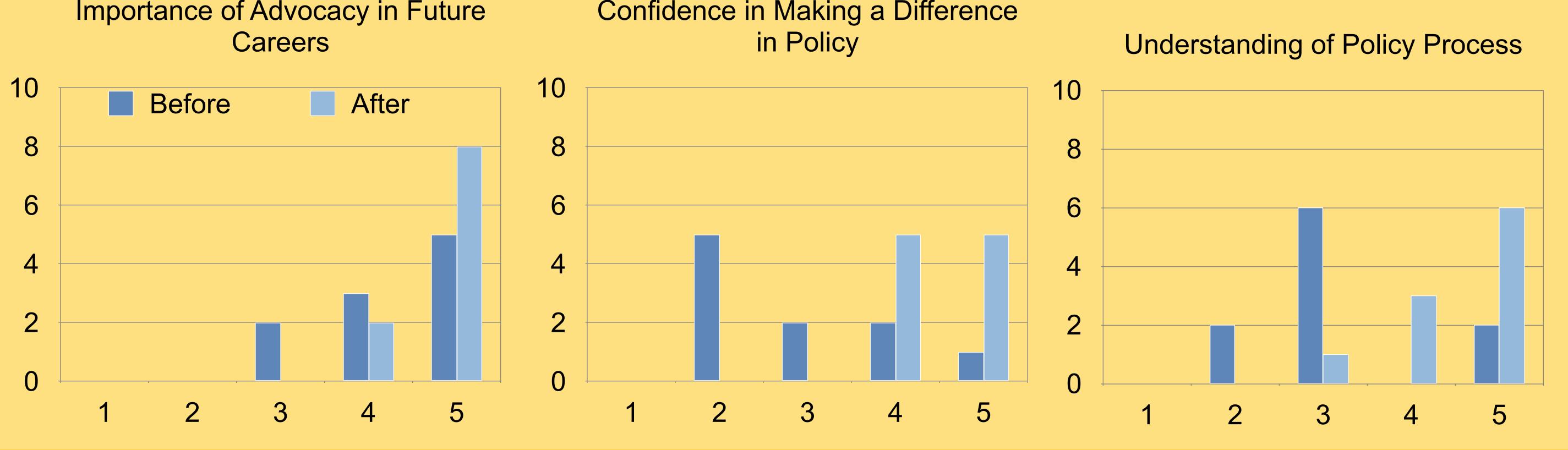
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## METHODS

- medical campus, delivered as a "Lunch and Learn"
- students in partnership with CU Medical Student Pride Alliance
- influencing health policy, and creating system change
- Administer and analyze an anonymous participant survey (pilot n=10)

## RESULTS

Survey results revealed increased confidence in knowledge and understanding of the policy process, perceived role of providers in advocacy and confidence in the ability to make a positive difference Importance of Advocacy in Future Confidence in Making a Difference



## **NEXT STEPS**

- Form campus-wide healthcare advocacy student organization

Develop a 1-hour advocacy workshop for healthcare professional students at the CU Anschutz Offer a pilot "Lunch & Learn" peer-led advocacy interactive workshop for ten first-year medical Workshop consisted of activities related to promoting access to care for future pateints, navigating the healthcare system and policy process, mobilizing resources, addressing health inequities,

• Offer additional 'Lunch & Learn' sessions and add students from other health professional schools and program • Advocate for incorporation of this advocacy training session into the medical school (and beyond) curriculum





**Resources and Refrences** 

