

Community Advocacy Made Ridiculously Easy:

**A tool to help you become a
more effective advocate for
your community**

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Objectives

By the end of this workshop, you should be able to:

1. Discuss the role of physicians as advocates
2. List 10 key principles for effectively working with a community
3. Employ the CPTI Project Planning Tool to develop an actionable proposal for a community based project

The Setting...

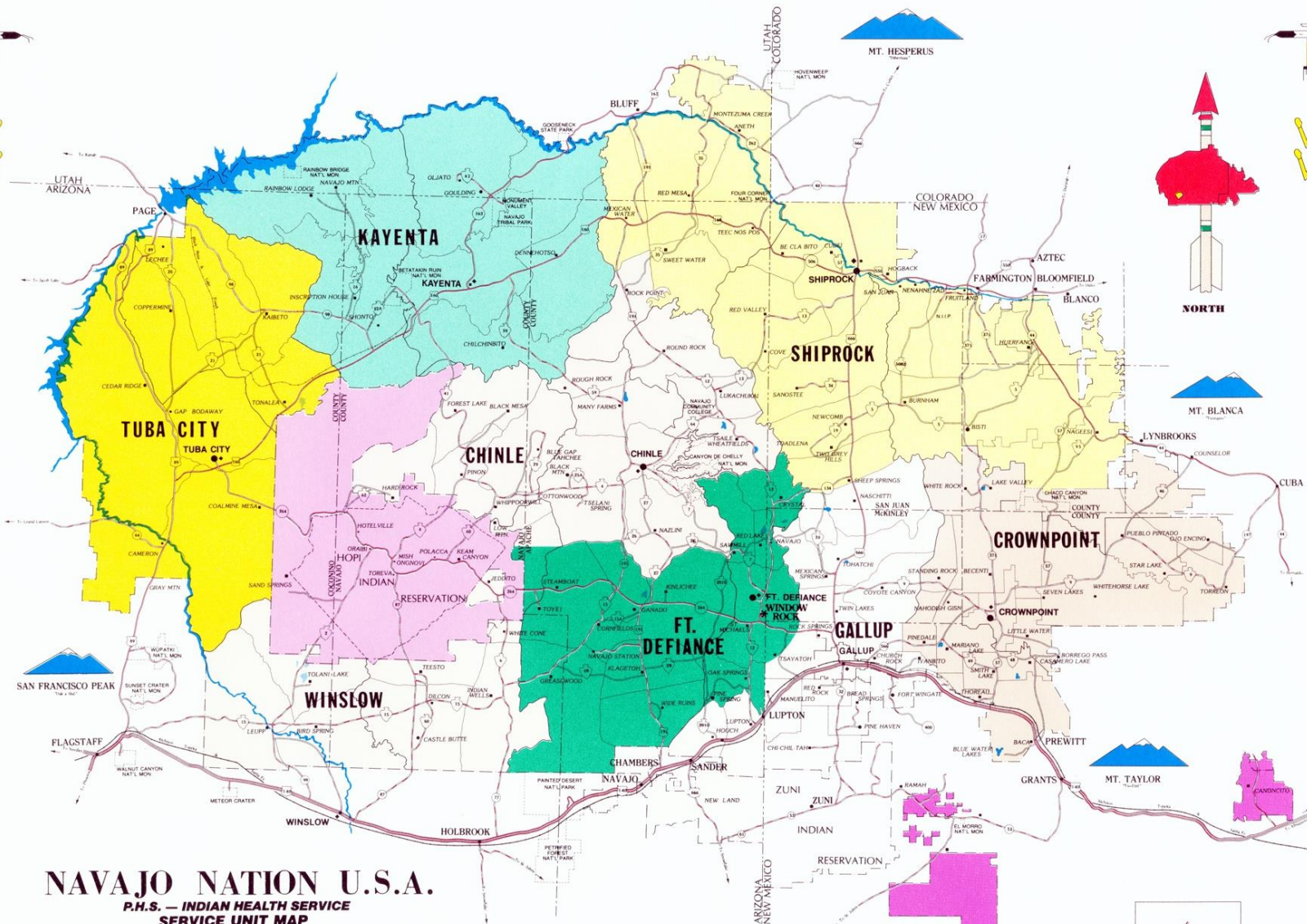
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GREETINGS FROM
The **INDIAN CAPITAL**

GALLUP

NEW MEXICO

CardCow.com

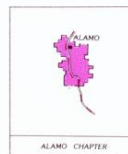
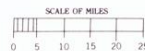


NAVAJO NATION U.S.A.

P.H.S. — INDIAN HEALTH SERVICE
SERVICE UNIT MAP

LEGEND

INTERSTATE	* CAPITAL
PAVED ROAD	● AGENCY
GRADED ROAD	○ TOWN
STATE	■ CHAPTER
COUNTY	□ HOUSE
RESERVATION	◆ PHS SERVICE
CHAPTER	◆ UNIT OFFICE
PARKS	— RIVER
	— LAKE



Winter, 1996





ALL OF TIME & SPACE.
EVERYTHING THAT EVER HAPPENED,
OR WILL HAPPEN.

WHERE DO YOU
WANT TO START?





“Action by a physician to promote those social, economic, educational, and political changes that ameliorate the suffering and threats to human health and well-being that he or she identifies through his or her professional work and expertise.”

Project Planning Tool: Developing a Community Advocacy Project Proposal

Advocacy is largely driven by passion related to solving a specific problem or working to ensure the voice of a specific population is heard. Through this activity, you will learn the basic process for working to effect change in a community. However, true passion related to a given field, advocacy issue, or population cannot be forced . . . it must come from within.

While some residents discover their passion during the course of their training (or even prior to becoming physicians) and progress to developing and implementing an advocacy program or project, many do not. If you fall into the latter group, *don't worry* - the purpose of this activity is to learn the steps for defining an advocacy interest, and the process of designing a project to address the problem, so that you are prepared to advocate effectively whenever the population or problem finds you. This concept is very similar to preparing to effectively lead an actual resuscitation. While "it happens when it happens," you can become better prepared for your role by participating in mock codes in a simulation lab.

Learning Objectives for this Project Planning Tool:

Upon completion of this exercise, you should be able to:

- Identify an area of interest related to child health and well-being.
- Locate population-level data and conduct a literature review to develop expertise about a particular advocacy topic.
- Identify key stakeholders and note key shared values and goals regarding a particular issue.
- Define three measurable objectives as they relate to your advocacy topic.
- Develop a plan to impact a community that will ideally lead to a change in your measurable objectives.
- Describe a sample PDSA cycle as it relates to a particular advocacy issue.
- Describe your intended role in advocacy as a part of your professional role as a pediatrician.

10 Steps for Community Advocacy

1. Identify the problem
2. Define the baseline
3. Learn the literature
4. Explore existing resources
5. Develop your road map
6. Build a coalition
7. Ensure things are done WITH the community, not TO the community
8. Work diligently to accomplish goals and objectives
9. Develop tools for effective evaluation
10. Regularly re-evaluate and reflect on plan and project-related work

Find Your Problem!



Community Based Education/Incentive Program



**Education
Incentive
Enforcement**

Another essential step in developing your community-based advocacy project proposal involves defining “your community;” You must be explicit about whom you think your “community” is; whose voice needs to be heard? For the purpose of this exercise, will your “community” involve all children in your city? Will it involve a subset of those children (i.e., students at one elementary school or a population of Somali immigrant children living in a particular neighborhood)? Be very specific about defining what population “your community” entails.

My community is:

Mission, Vision, and Values:

Now that you have settled on an advocacy focus and have defined “your community,” the next key step is to define your advocacy-related mission. Your mission describes your overall purpose for advocating for your particular issue or population. Developing this mission statement will help focus your thought process; while you may revise your mission over time, you will achieve a certain clarity of purpose by identifying why you are doing this work

Develop your mission statement: This should be a brief, one-sentence summary of your overall purpose related to your proposed project. The mission statement should provide a succinct, broad overview of your purpose, ideally summarized in 20 words or less.

Example of a mission statement: *To increase the number of children at Wilson Elementary School who receive weekend food backpacks.*

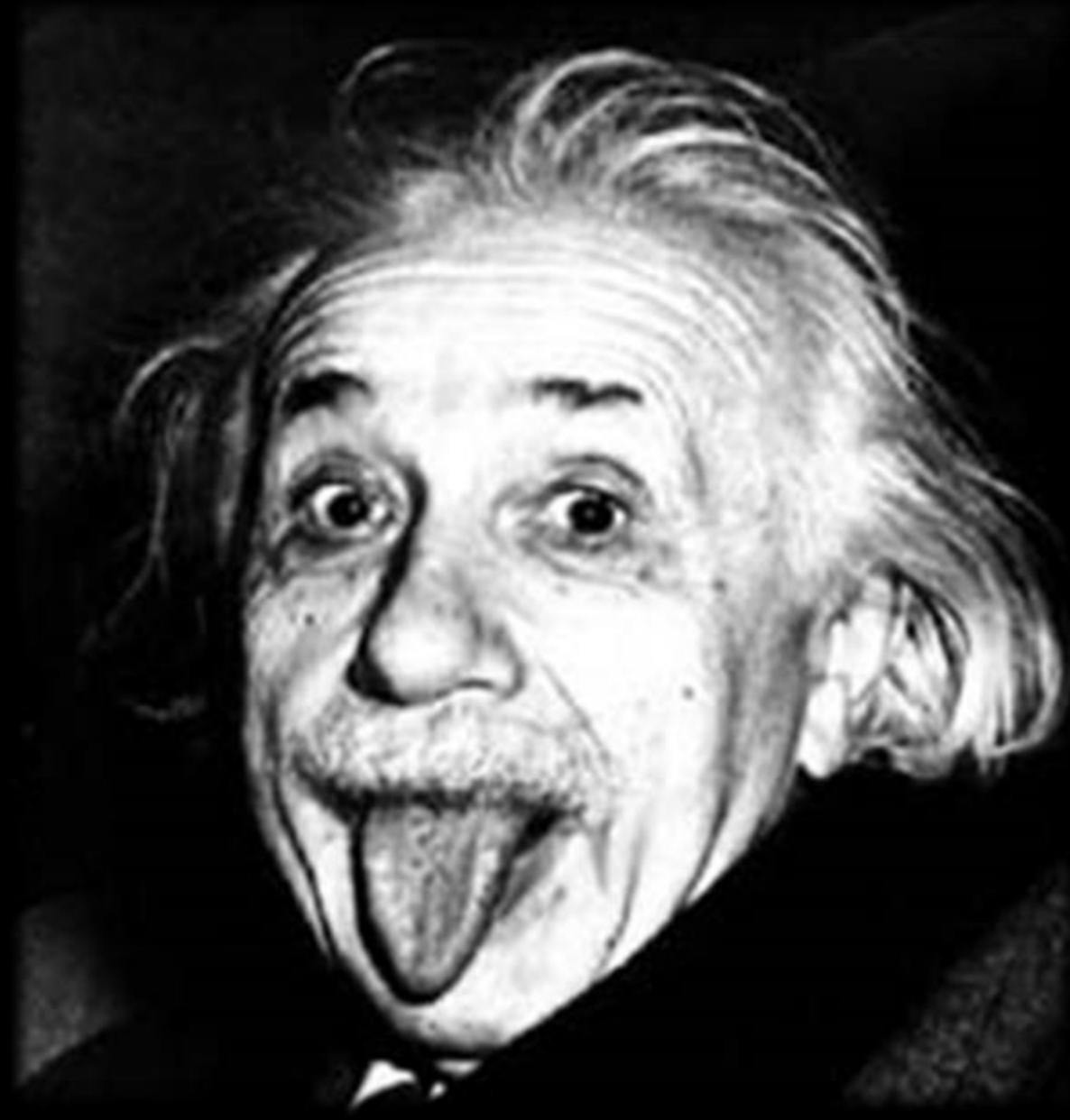
What is your Mission?

Next, develop your vision statement: Your vision statement should describe the change you hope to achieve, in broad terms. Your vision statement should relate directly to your mission. One way to think about defining a vision statement is to consider, “Once I have successfully implemented this project, **THIS WILL HAPPEN!**”

Example of a vision statement: *No child at Wilson Elementary School will go hungry on weekends or holidays.*



2. Define Your Baseline



"Reality is merely an illusion, albeit a very persistent one."

Albert Einstein

Here is the data I already have to inform the development and implementation of my project (i.e., what I already know):

Here is information/data that I will need to develop my ideas, but do not already have:

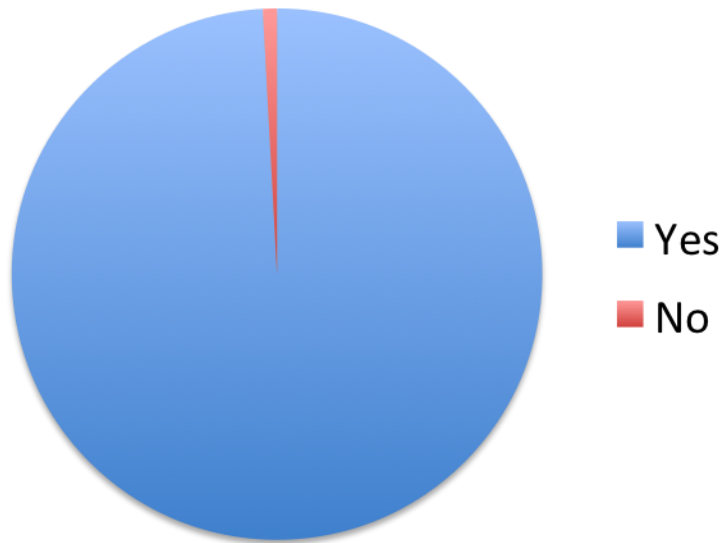
New Mexico Law 1990-2001

0-1 year	Rear-Facing Car Safety Seat
>1-5 years	Car Safety Seat OR Seat Belt
>5-12 years	Seat Belt
>12 years	Seat Belt in Front Seat Only

Our Baseline

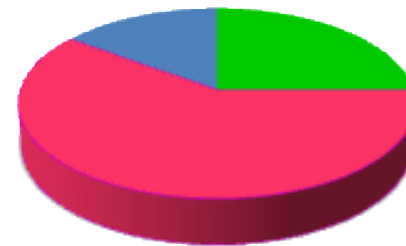
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Car Seat Ownership



Barriers to Use:
Space in Car
Cost
Hard to Use

Source of Car Seat



Hospital

Purchased

Gift/2ndhand

What is the Child Restraint Use Rate?

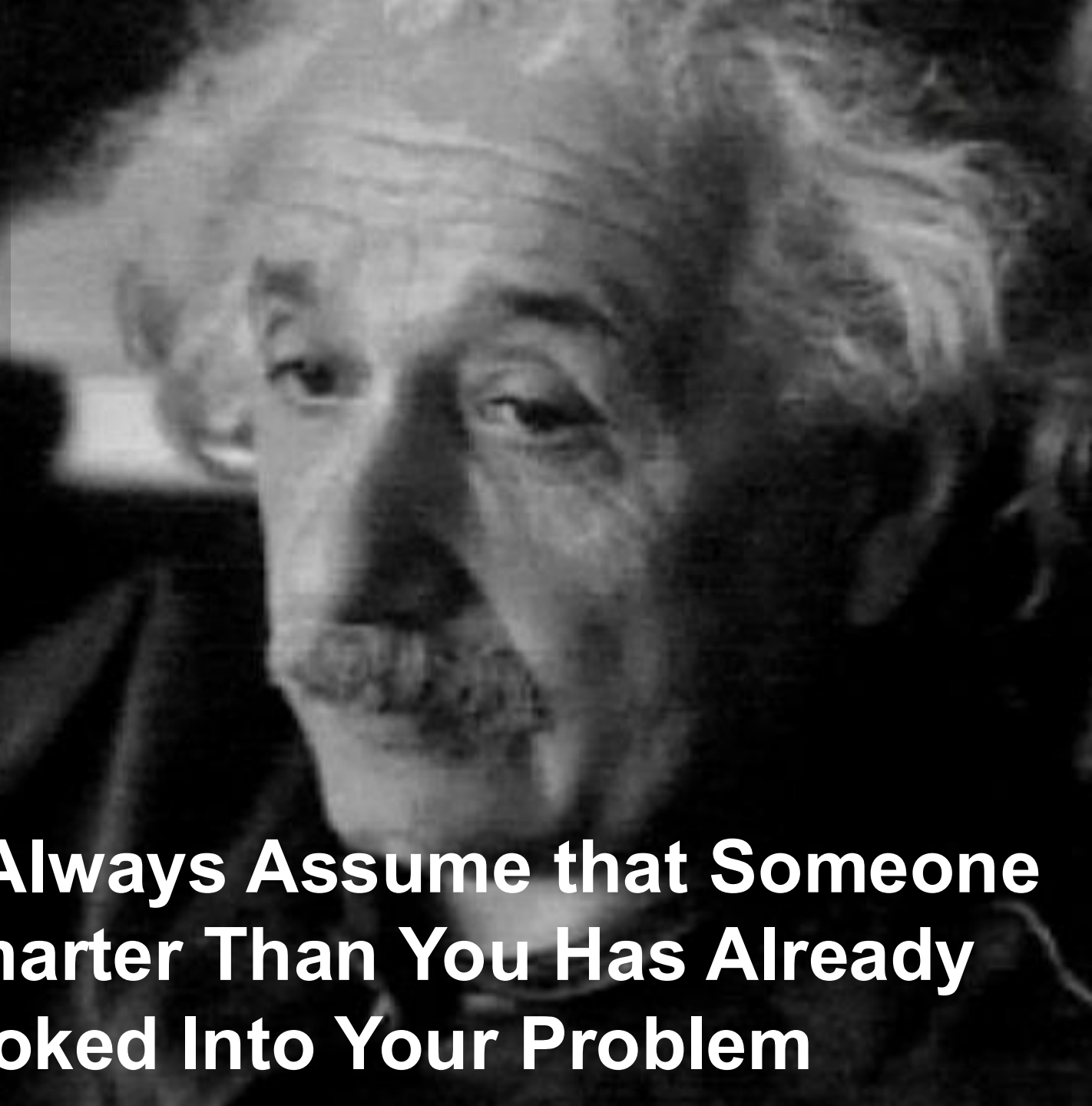
29% Restrained!

- December 1998
- 2 4-hour observations

- 324 Vehicles
- 390 Children



**“The difference
between
stupidity and
genius is that
genius has its
limits.”**



**Rule #4: Always Assume that Someone
Way Smarter Than You Has Already
Looked Into Your Problem**

What's Already Here?

Asset Based Community Development

THE PESSIMIST'S MUG®
YOU'LL NEVER SEE THE GLASS AS HALF-FULL AGAIN.



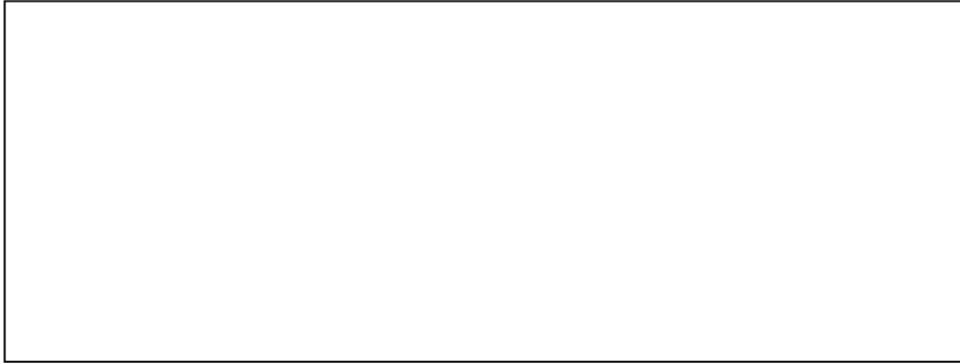
THE PESSIMIST'S MUG®
YOU'LL NEVER SEE THE GLASS AS HALF-FULL AGAIN.



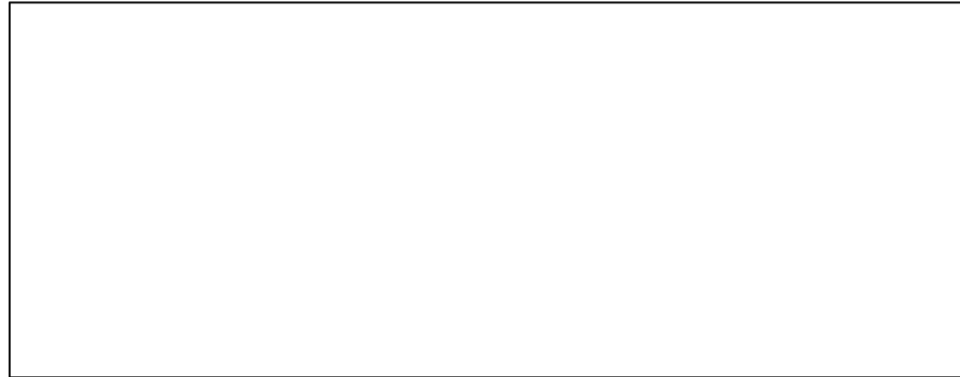
- NM Safe Kids
- Medicaid Car Seat Distribution Program
- Educational Resources
- Expertise in Putting Programs Together
- Technical Training

- IHS Injury Prevention Programs
- Safer New Mexico Now

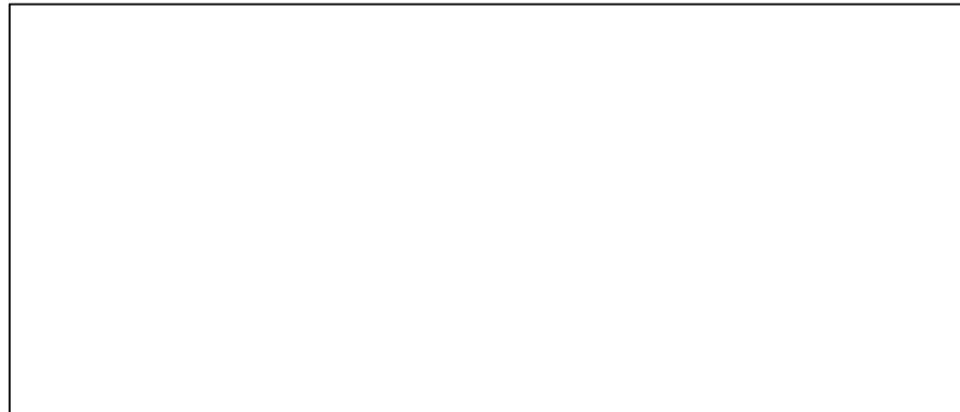
What exists in my community (your city and environs)?

A large, empty rectangular box with a thin black border, intended for a handwritten response to the question above.

What exists in my state or region?

A large, empty rectangular box with a thin black border, intended for a handwritten response to the question above.

What exists nationally? Where is it?

A large, empty rectangular box with a thin black border, intended for a handwritten response to the question above.

Build
your
road
map



Now it is your turn to practice developing your own project-related goals and objectives:

What are your goals? List what you want to accomplish through your advocacy:

Now list your objectives- what are the steps to helping you achieve success? How do you meet your goal(s)?

List your objectives, and you see them now- be honest, some may be easy, some may be near-impossible. If you are not specific, however, you will never know what you need to achieve. Answer the question: By the time I am done, here is what will exist/ what will happen...

Once you have listed your objectives, take an honest, critical look at them: Some may be rather easy to accomplish, while others may seem nearly impossible. Keep in mind that your objectives should be specific. As you read each of your objectives, you (and anyone else reading each objective) should be able to answer the question: "As a result of my project/intervention, what will exist/what will happen (define how much of what will exist or happen) by when (clearly specify timeframe)?"

Now go back and look at your Mission, Vision and Values.

Your goals and objectives should align with your Mission, Vision and Values. Drifting away from these should be a very important cue that you need to rethink your goals and objectives. If you set goals about what you wanted to achieve, and defined what was important to you, you need to stay true to these principles. If you find that your goals and objectives do not align with these principles, you need to either rethink your goals and objectives, or redefine what is important to you in your work. How does your Mission/Vision/Values align with your goals and objectives? Which needs to change?

Please jot down your thoughts on the alignment, and, your reformulated, better aligned Mission/Vision/Values or Goals and Objectives:

#5: Know Who You Need to Know: Coalition Building





Constituency



Leadership



Opposition

INTERNATIONAL LIBERTY

Restraining Government in America and Around the World

The National Endowment for the Arts Is Bad for Art and Should Be Defunded



Support

MOST WANTED TOUR

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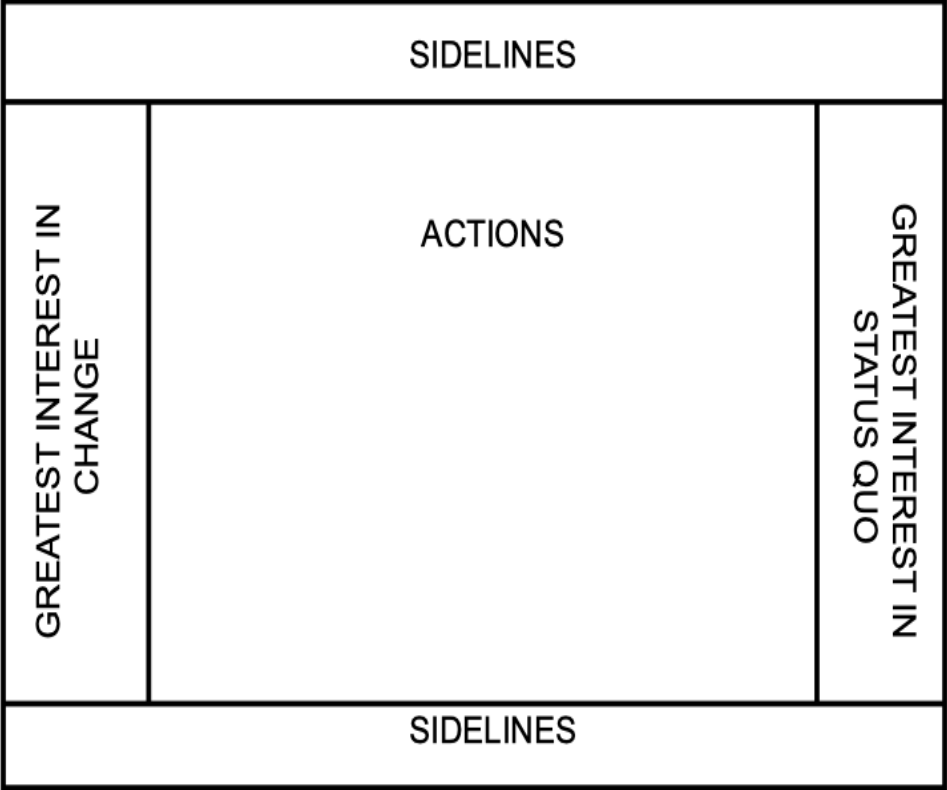
BAD BUNNY

Wanna take to court me a prize winner?
No to courts because I'm on the loose
To victory I'll

2024

Competition

Change:



Status Quo:

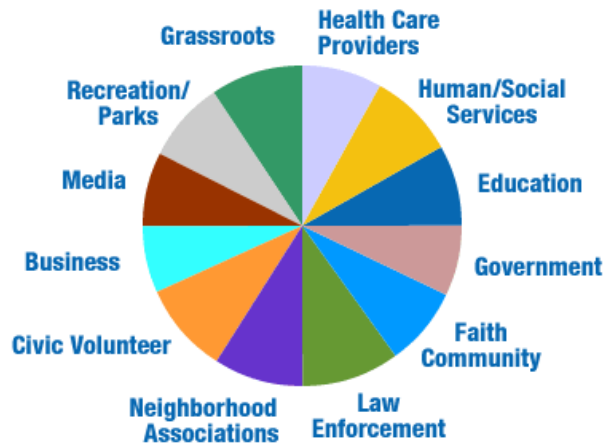
Constituency

Leadership

Support

Competition

Opposition

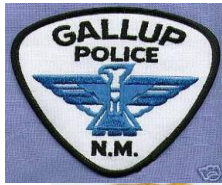


The Community Wheel

#5: Know Who You Need to Know



- Law Enforcement
- Fire/EMS
- Educators
- Child Care
- Health Care
- Community Organizations
- Business Community



There are some people or groups who may not be expected to do the work in addressing your issue, but you may need to **COMMUNICATE** with for educational, strategic or political reasons. Think about who will help you **PLAN** your advocacy work (your thinkers and ambassadors to the community). Think about who will help you **IMPLEMENT** your ideas (your doers). While some people/groups may fill only one area, some may fill 2 or 3.

Make certain to consider representatives from the community with whom you are working- this will be discussed further in the next section. Fill in the table on the next page to start building your coalition! If you have more than 8 ideas, just add them in!

Name of group or individual	Communicate	Plan	Implement

Finally, it is extremely important to understand that as you work as an advocate within your community, there will always be potential barriers to change, as well as individuals who may oppose your project. This opposition may be motivated by physical, financial, emotional, historical, political, or even irrational concerns. As you work to implement your advocacy project, it is important to foresee any potential opponents who could derail your efforts to improve the well-being of your community and even talk with these individuals to understand their perspective related to your area of interest and/or planned project.

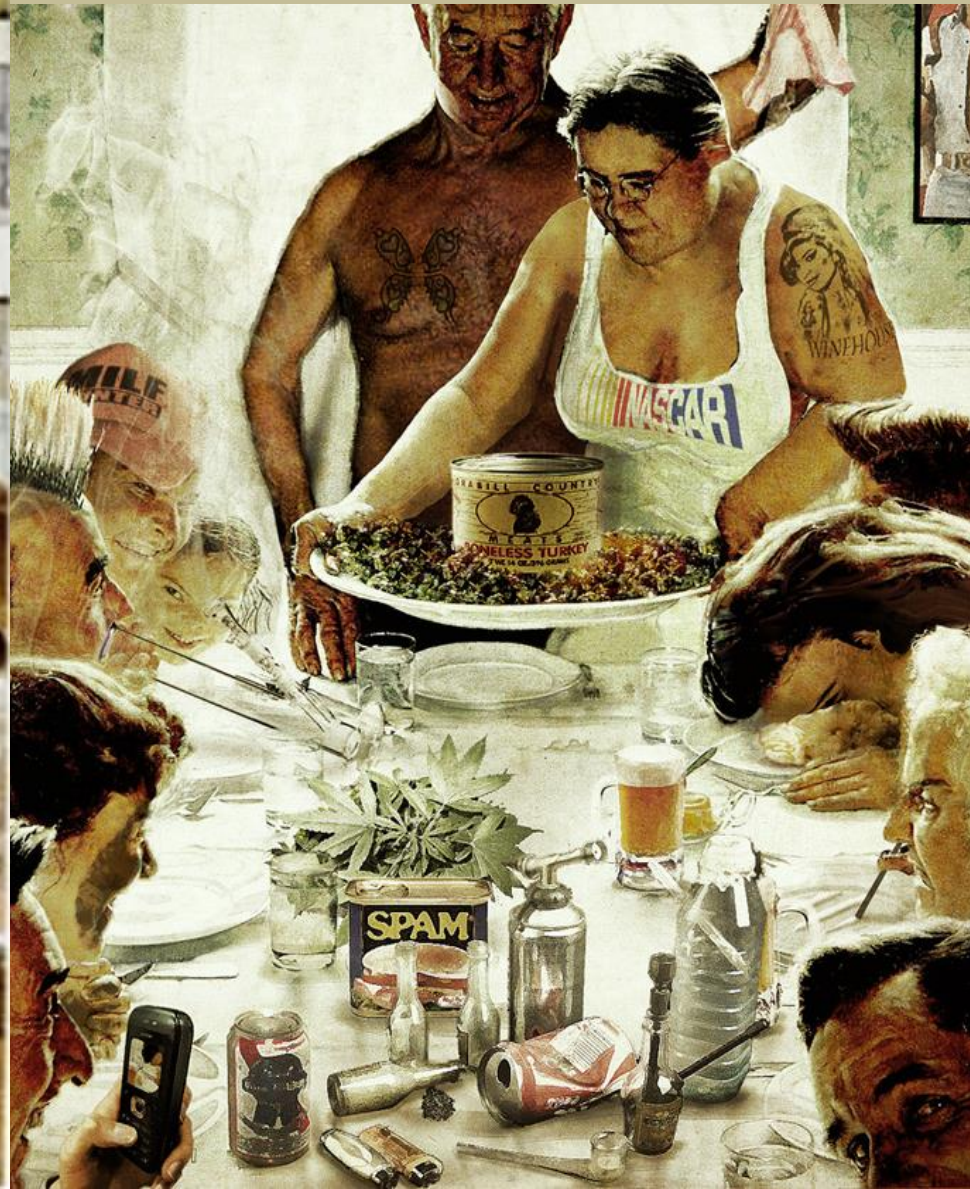
List your potential OPPONENTS here- acknowledging that your biggest foes may be the last people you thought they would be!

10 Steps for Community Advocacy

1. Identify the problem
2. Define the baseline
3. Learn the literature
4. Explore existing resources
5. Develop your road map
6. Build a coalition
7. Ensure things are done WITH the community, not TO the community
8. Work diligently to accomplish goals and objectives
9. Develop tools for effective evaluation
10. Regularly re-evaluate and reflect on plan and project-related work

Action Step	By Whom	By When	Resources and Support Needed	Possible Opponents	Evaluation Measures

#7: Bring The Right Thing to the Table





WAL*MART®

**GOT
BELTS?**



This Coupon good for one Car Seat at the Gallup, NM Wal*Mart Supercenter. These are the best prices you will find anywhere. Choose from the following:

Infant Seat/Carrier (5-20 pounds):
 Evenflo On My Way **\$34.99** (reg. \$54.99)
Convertible Seat (5-20 pounds rear facing, 20 -40 pounds forward facing):
 COSCO 5-Point **\$29.99** (reg. \$39.99)
Booster Seat (30-60 pounds):
 Century Select **\$29.99** (reg. \$47.48)

Remember, the best car seat is one that fits in your vehicle, and that YOU WILL USE Please always buckle your kids. Coupon# _____

**A day in
Keams Canyon**
Page 20

Weekend
February 13, 1999
Number 037 Volume 112

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THE TRUTH WELL

Independence

GALLUP, NEW MEXICO 87305 * (505) 863-6811 (ELSEWHERE) (800) 545-3817

Children not buckled up in Gallup

By S.J. Ludescher
Staff Writer

GALLUP — Parents who love their kids hug them at home, belt them in the car. Belt them with a seatbelt, but is it?

"Our data suggests that child seatbelt and carseat use in Gallup is among the lowest in the nation," stated a recent news release by the Gallup Safe Kids Coalition summarizing results of a local survey.

The local study revealed McKinley County to have a lower number of children buckled up than anywhere else in New Mexico — with New Mexico one of the worst states in the nation.

Nationally, the National Safe Kids Campaign suggested that 80 percent of the children observed were incorrectly buckled.

"In Gallup, the overwhelming number of children are riding completely unrestrained, and even those children who had a carseat were often not secured," stated the report.

"We know that proper child restraint in a vehicle can reduce the risk of injury or death by 60 percent for infants and toddlers, and about 40 percent for older children who are involved in a crash," Dr. Ben Hoffman, pediatrician at Gallup Indian Health Services and coordinator for the Gallup Safe Kids Coalition, said.

"Frequently, when children outgrow a toddler size carseat, parents fail to replace it," Hoffman said. "Another often-mentioned reason for not buckling kids is that the carseats are confusing. But, I think, it's because people just don't realize the importance."

The Gallup Safe Kids Coalition developed an innovative program to help increase carseat and seatbelt use in McKinley County. The program is called "Children not buckled. Page 2"

Current New Mexico seatbelt law

By S.J. Ludescher
Staff Writer

GALLUP — New Mexico State Law and Gallup City Ordinances currently follow the following guidelines for children riding in a passenger vehicle:

- 0-1 year — requires a car seat
- 1-5 years — requires a car seat or rear seat belt
- 5-11 years — requires only a seat belt



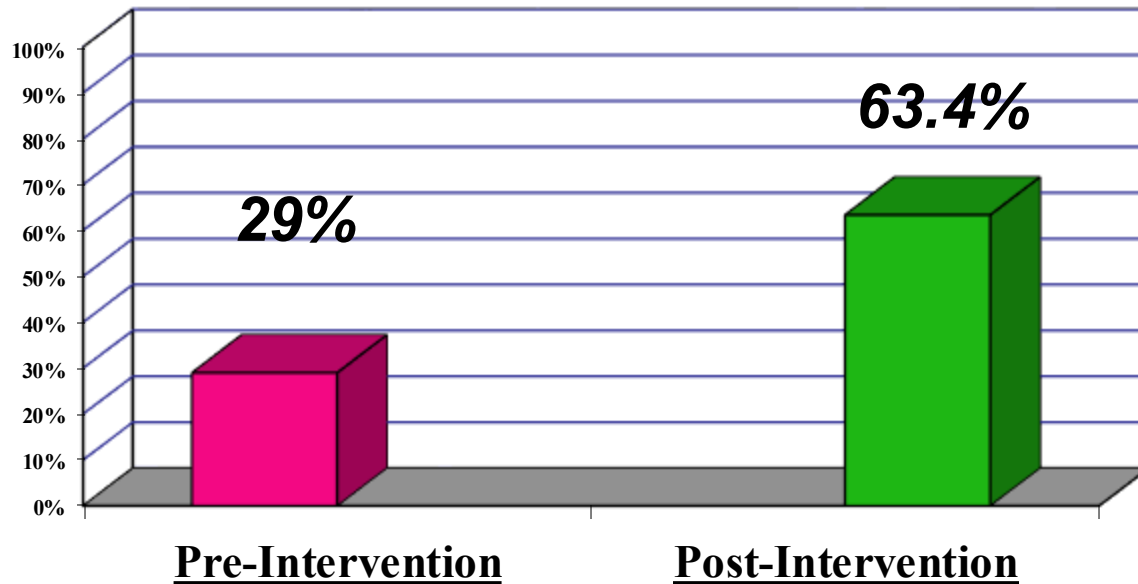
#9: Know How To Know If It Works!

- Nov. 1999-Nov 2000
- **12 Car Seat Check-Ups Held**
 - 543 seats inspected/installed
 - 269 CSS' s distributed
- **Coupons:**
 - Over 2000 distributed
 - 612 redeemed for CSS' s
- **Observational Studies**
 - December 1998
 - **December 2000**



Overall Use of Child Restraints

Car Seats, Booster Seats and Seat Belts



$P < .0001$

**Relative Benefit 2.21
(95% CI= 1.85-2.64)**

Take Home

- Children and communities need advocates by nature and necessity
- Let the problem find you
- Data, Coalitions, Stories!
- There is a mindful process that can lead us through the hard work of advocacy



There Is Always a Silver Lining...



KING DRAGON

To Go Menu

1212 N HIGHWAY 491
Gallup, New Mexico
Tel. (505) 863-6300



Open 6 days a week Sunday Close
Monday - Thursday 11:00 AM - 9:00 PM
Friday & Saturday 11:00 AM - 10:00 PM



All prices Are Subject to Change Without Prior Notice

SOUP

	Small 2-3	Medium 4-5
A1 WONTON SOUP	5.00	7.25
A2 SIZZLING RICE SOUP	5.75	7.45
A3 * HOT & SOUR SOUP	5.00	7.25
A4 EGG DROP SOUP	5.00	7.25
A5 THREE DELICATE SOUP	6.45	9.45
A6 VEGETABLES TO FU SOUP	5.00	7.25

APPETIZERS

B1 EGG ROLL	6.00
B2 SPRING ROLL	5.00
B3 FRIED WONTON (12)	4.75
B4 JUMBO FRIED SHRIMP (10)	8.45
B5 CHINESE BBQ PORK (10) or RIB (4)	7.45
B6 CRAB RANGOON (6)	6.45
B7 PU-PU TRAY (FOR TWO)	10.99
B8 DUMPLING (STEAMED OR FRIED) (8)	8.45

FAMILY DINNERS

DINNER 51

2 Person Minimum
21.99 Per Person

SIZZLING RICE SOUP
PU-PU TRAY
COMBO, FRIED RICE
MONGOLIAN BEEF
SWEET & SOUR COMBO

3 Person Add
IMPERIAL SHRIMP

4 Person Add
ORANGE CHICKEN

5 Person Add
HAPPY SEAFOOD FAMILY

6 Person Add
MANDARIN DARK SHRIMP

DINNER 54

2 Person Minimum
19.99 Per Person

EGG DROP SOUP
PU-PU TRAY
B.B.Q. FRIED RICE
CHICKEN CHOW MEIN
SWEET & SOUR PORK

3 Person Add
PEPPER BEEF

4 Person Add
SHRIMP BROCCOLI

5 Person Add
ALMOND CHICKEN

6 Person Add
MANDARIN COMBINATION

HOUSE SPECIALS

101 * TWICE COOKED PORK	9.45	109 EGG FU-YOUNG (Chicken, Pork, Vege)	10.00
102 MANDARIN DARK SHRIMP	15.95	BEEF	10.25
103 * ORANGE CHICKEN	10.75	SHRIMP	11.45
104 * GENERAL CHOW CHICKEN	10.75	COMBO	12.45
105 SESAME CHICKEN	10.75	110 IMPERIAL CHICKEN	9.75
106 CRISPY SHRIMP	12.99	111 SALTY SHRIMP	13.95
107 CHICKEN & SHRIMP HARMONY	11.99	112 GARLIC CHICKEN	9.75
108 SHRIMP WITH LOBSTER SAUCE	11.99	113 CHUNG KING PORK	10.75
		114 LEMON CHICKEN	10.75
		115 HAPPY SEAFOOD FAMILY	12.95
		116 KING CRAB LEG	Market

Prices may vary!
All Ala Carte Dishes are Served with Steamed Rice or Fried rice.

* Indicates Spicy Dishes

Sweet & Sour

C1 SWEET AND SOUR PORK	9.45	11 CASHW-NUTS PORK	9.99
C2 SWEET AND SOUR CHICKEN	9.45	12 CASHW-NUTS CHICKEN	9.99
C3 SWEET AND SOUR SHRIMP	11.25	13 CASHW-NUTS BEEF	10.75
C4 SWEET AND SOUR COMBO	11.99	14 CASHW-NUTS SHRIMP	11.99
		15 CASHW-NUTS COMBO	13.45

Cashew-Nuts

Kung Pau

D1 * KUNG-PAU PORK	9.45	31 BROCCOLI PORK	9.45
D2 * KUNG-PAU CHICKEN	9.45	32 BROCCOLI CHICKEN	9.45
D3 * KUNG-PAU BEEF	10.25	33 BROCCOLI BEEF	10.25
D4 * KUNG-PAU SHRIMP	11.45	34 BROCCOLI SHRIMP	11.45
D5 * KUNG-PAU COMBO	11.99		

Broccoli

Sze-Chuan

E1 * SZE-CHUAN PORK	9.45	K1 MOO-GOO PORK	9.45
E2 * SZE-CHUAN CHICKEN	9.45	K2 MOO-GOO CHICKEN	9.45
E3 * SZE-CHUAN BEEF	10.25	K3 MOO-GOO BEEF	10.25
E4 * SZE-CHUAN SHRIMP	11.45	K4 MOO-GOO SHRIMP	11.45
E5 * SZE-CHUAN COMBO	11.99		

Moo - Goo

Hunan

F1 * HUNAN PORK	9.45	L1 SNOW PEAS PORK	9.45
F2 * HUNAN CHICKEN	9.45	L2 SNOW PEAS CHICKEN	9.45
F3 * HUNAN BEEF	10.25	L3 SNOW PEAS BEEF	10.25
F4 * HUNAN SHRIMP	11.45	L4 SNOW PEAS SHRIMP	11.45
F5 * HUNAN COMBO	11.99		

Snow Peas

Mongolian


G1 MONGOLIAN PORK	9.45	M1 MU-SHU PORK	9.45
G2 MONGOLIAN CHICKEN	9.45	M2 MU-SHU CHICKEN	9.45
G3 MONGOLIAN BEEF	10.25	M3 MU-SHU BEEF	10.25
G4 MONGOLIAN SHRIMP	11.45	M4 MU-SHU SHRIMP	11.45
G5 MONGOLIAN COMBO	11.99	M5 MU-SHU VEGETABLE	9.45

Mu - Shu

Almonds

H1 ALMOND PORK	9.99	N1 GREEN PEPPER PORK	9.45
H2 ALMOND CHICKEN	9.99	N2 GREEN PEPPER CHICKEN	9.45
H3 ALMOND BEEF	10.75	N3 GREEN PEPPER BEEF	10.25
H4 ALMOND SHRIMP	11.99	N4 GREEN PEPPER SHRIMP	11.45
H5 ALMOND COMBO	12.45		

Green Pepper

A close-up photograph of two golden-brown fortune cookies. A small, white, rectangular paper slip is wedged between the two cookies. The slip has a motivational message printed in blue ink, flanked by two simple smiley face icons. The cookies are resting on a light-colored, textured surface.

😊 Struggle as hard as you can for
whatever you believe in. 😊



Pigeon poop burns for hours if
it gets in your eyes.
You will find out the hard way.

What's Best For Kids?

Questions?