



Physicians Caring for Texans

SUBCOMMITTEE FOR ACADEMIC PHYSICIANS' Leadership, Advocacy, and Health Policy Curriculum Toolbox *for Medical Students and Residents*

INTRODUCTION

This curriculum toolbox provides a structured format for medical students and residents to gain attitudes, knowledge, and skills for the development of professional competency in the areas of leadership, advocacy, and health policy through organized medicine. The Texas Medical Association (TMA) Subcommittee for Academic Physicians developed the toolbox for use by any interested medical school or residency program.

The curriculum includes structured experiences in several specified areas within the competencies of professionalism, interpersonal and communication skills, practice-based learning and improvement, and systems-based practice. It is intended to be easily integrated into the educational program of medical students and residents who electively seek advanced training in leadership, advocacy, and health policy. The curriculum is designed to allow medical schools and post-graduate training programs to provide recognition for this elective/advanced work. Suggested format is longitudinal, and the amount of academic credit should be based on the number of learning activities completed and competencies achieved.

Broad consensus exists across specialty organizations, state and national medical organizations, other organized medicine groups, and others that the professional responsibilities of physicians include the abilities to provide leadership in many aspects of their professional sphere and to advocate for the welfare of their patients. The mission statement of the Texas Medical Association — to support physicians by providing distinctive solutions to the challenges they encounter in the care of their patients — addresses these responsibilities.

KEY WORDS

Leadership in this context is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or societal goals.¹

Health advocacy encompasses direct service to the individual or family as well as activities that promote health and access to health care in communities and the larger public. Advocates support and promote the rights of the patient in the health care arena; help build capacity to improve community health; and enhance health policy initiatives focused on available, safe, and quality care.²

Health policy, as defined by the World Health Organization, refers to “the decisions, plans, and actions undertaken to achieve specific health care goals within a society.”³

COMPETENCY OBJECTIVES

(Adapted from the American Academy of Family Physicians' *Recommended Curriculum Guidelines for Family Medicine Residents: Leadership*⁴ and other sources)

Attitudes

The medical student or resident should develop attitudes that encompass:

- The importance of the physician's own attitudes and behaviors as they relate to leading others;
- A recognition that leadership is a learned skill, and that experience enhances natural capabilities;
- The importance of developing leadership opportunities for others; and
- The responsibility to advocate for the welfare of their patients.

(continued)

Knowledge and Skills

In appropriate settings, the medical student or resident should demonstrate the ability to apply knowledge, and/or demonstrate skills, in two or more of the following:

- Definitions, theories, and models of leadership;
- Planning, organizing, problem-solving, and decision-making;
- Communication skills and techniques;
- Building relationships and teams;
- Leading change — e.g., through negotiations or reaching consensus;
- Dealing with ethical dilemmas in health care; and
- Venues for physician leadership — clinical teams/groups, academic settings, professional organizations, community organizations, political advocacy, and the like.

IMPLEMENTATION/ACTIVITIES

The following activities are examples of appropriate opportunities to complete the defined goals and objectives.

LEADERSHIP

- Undertake individual activities with faculty mentor
- Attend local medical student chapter or county medical society (CMS) meeting(s)
- Lead local medical student chapter or CMS project
- Serve term as officer in local CMS medical student chapter
- Attend TMA Medical Student Section (TMA MSS) or TMA Resident and Fellow Section (TMA RFS) meeting(s)
- Serve as TMA MSS or RFS Executive Council officer
- Serve on a TMA council or committee
- Attend TMA conferences
- Attend American Medical Association MSS or RFS meeting(s)
- Serve as AMA MSS or RFS Governing Council officer
- Serve on an AMA council

ADVOCACY AND HEALTH POLICY:

- Undertake individual activities with faculty mentor
- For osteopathic medical students and residents: Attend the American Osteopathic Association's DO Day on the Hill (Congress; Washington, D.C.) www.osteopathic.org/inside-aoa/events/Pages/do-day-on-capitol-hill.aspx
- Join in medical specialty society advocacy activities
- For osteopathic medical students and residents: Take part in the Texas Osteopathic Association's DOME Day, Austin. www.txosteo.org

- Participate in TMA's First Tuesdays at the Capitol in April (in odd-numbered years), medical students/residents "day" at the state Capitol, Austin. www.texmed.org/firsttuesdays/
- Carry out a public health outreach project, such as TMA's Be Wise — ImmunizeSM (www.texmed.org/bewise/) or TMA's Hard Hats for Little Heads (www.texmed.org/Hard_Hats_for_Little_Heads/), or a similar public health/community health project

Be Wise — Immunize is a service mark of the Texas Medical Association.

RESOURCES

ONLINE TRAINING

Society of Teachers of Family Medicine — free online advocacy course (appropriate for all specialties) www.stfm.org/advocacy/course.cfm

INDEPENDENT STUDY

Assignments developed from resource list, as appropriate.

OTHER FOCUSED EXPERIENCES

American Medical Association — internships and fellowships www.ama-assn.org/ama/pub/about-ama/our-people/member-groups-sections/medical-student-section/opportunities/internships-fellowships.page

- Government Relations Advocacy Fellowship (for medical students, full-time, one year)
- Government Relations Internship Program (summer internships)

American Association of Colleges of Osteopathic Medicine — Health Policy Intern Program (for osteopathic medical students; two months in Washington, D.C.) www.aacom.org/InfoFor/students/internships/ohpi/Pages/default.aspx

New York College of Osteopathic Medicine — Training in Policy Studies program <http://iris.nyit.edu/nycom/tips>

- For second- and third-year osteopathic residents
- Series of four intensive three-day workshops, in Washington, D.C., and three other locations

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- Watkins, Michael. *The First 90 Days*. Harvard Business School Press, 2003.
- American Academy of Family Physicians policy statement on Leadership Development
www.aafp.org/about/policies/all/leadership.html
- Training Physicians for Public Health Careers* (free PDF download from the Institute of Medicine website)
www.iom.edu/Reports/2007/Training-Physicians-for-Public-Health-Careers.aspx

ADDITIONAL WEBSITES

Texas Medical Association
www.texmed.org

Texas Medical Association Medical Student Section
Leadership Manual
www.texmed.org/template.aspx?id=6934

Texas Medical Association Alliance
www.texmed.org/alliance/

Texas Academy of Family Physicians Advocacy
www.tafp.org/advocacy

Texas Osteopathic Medical Association (see Governmental
Relations Committee)
www.txosteo.org/?pages=committees

Society of Teachers of Family Medicine Advocacy Toolkit
www.stfm.org/advocacy/writing/index.cfm

American Academy of Family Practice Advocacy
www.aafp.org/advocacy.html

American Medical Association Advocacy
www.ama-assn.org/ama/pub/advocacy.page?

American Osteopathic Association Advocacy
www.osteopathic.org/inside-aoa/advocacy/Pages/default.aspx

American Association of Colleges of Osteopathic Medicine
Advocacy
www.aacom.org/advocacy/Pages/default.aspx

References (Endnotes)

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2 Wikipedia. [http://en.wikipedia.org/wiki/Health_](http://en.wikipedia.org/wiki/Health_advocacy)
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3 World Health Organization. [www.who.int/topics/health_](http://www.who.int/topics/health_policy/en/)
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4 American Academy of Family Physicians. *Recommended Curriculum Guidelines for Family Medicine Residents: Leadership*. [www.aafp.org/dam/AAFP/documents/](http://www.aafp.org/dam/AAFP/documents/medical_education_residency/program_directors/Reprint292_Leadership.pdf)
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[Reprint292_Leadership.pdf](http://www.aafp.org/dam/AAFP/documents/medical_education_residency/program_directors/Reprint292_Leadership.pdf)

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