Public Policy Advocacy: Evidence-Based Competencies for Educating Health Care and Social Service Providers

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Background

- Public policy advocacy involves influencing decision-makers on practice, policy, and legislation in matters that affect the public.¹
- Political forces outside the health sector at times hold greater influence over health and health outcomes than forces inside the health sector.²
- Structural forces, such as policies, processes, and rules, impact the health of populations, but can be altered³ (e.g. supervised injection).
- Health and social service providers should have an active role in creating and influencing policy.
- Students of health and social service programs must graduate with the knowledge and skills to meaningfully engage in this process.⁴⁷

Research Questions

1. How do health care and social service providers from community-based organizations conduct public policy advocacy?
2. What knowledge and skills do health care and social service providers from community-based organizations identify as key to being effective in public policy advocacy?
3. How can the knowledge and skills for public policy advocacy identified by community-based organizations be translated to enhance or support competencies in undergraduate education?

Recruitment and Sample

- Sample includes diverse community-based organizations already participating in the Mobilizing Narratives for Policy and Social Change study.
- Mobilizing Narratives involves organizations within four thematic subgroups:
  - A diversity of organizations is anticipated.

Analysis

- Comparative case analysis
- Semi-structured interviews
- Document analysis

Results and Implications

- Interviews are currently underway with multiple community organizations.
- Core knowledge and skills identified here will be used to inform evidence-based competencies and learning activities for educators teaching public policy advocacy in health care and social service programs.
- Findings from this work will be disseminated to professional licensing bodies responsible for entry-to-practice competencies.

References

7. Synthesis Analysis

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