

SCHOLARLY CONCENTRATION: ADVOCACY and CHILD HEALTH

Mission: Students in the Advocacy and Child Health concentration will participate in a combination of didactic sessions, clinical experience, and engage on an advocacy project in order to grasp a full understanding of the various levels of advocacy as it relates to child health. Graduates of the program will be effective advocates for the unique needs of children.

Co-Directors: Sandy McKay, MD and Katie K. Tran, MD MPH

Administrative coordinator: Linh Trinh

Maximum number of students/year: 12

Student selection process: Students would be introduced to the concept of concentrations in the fall of their first year. The concentration application process will begin in January with a reflective essay on an experience or observation related to child health. The concentration committee will review the essays, and selected students will be asked to interview. Students selected for participation in the concentration will be notified by March of their first year.

Timeline for student completion of concentration requirements: 3½ years

Concentration requirements (didactic and experiential):

- 1- Participation in the Pediatric Student Association or other local child health organization. This can be within MMS or outside, provided approval by co-directors.
- 2- Membership in the student section of a state or national organization focused on child health (ie: American Academy of Pediatrics Section of Physician Trainees is free to join and a wealth of resources for medical students and residents).
- 3- Total of 15 hours of shadowing pediatric focused providers (this can be physician, therapist, child life specialist, etc). Please report name of provider and number of hours shadowed.
- 4- Attend all pediatric grand rounds while on the pediatric MS3 clerkship (this is already a clerkship requirement) and an additional 4 grand rounds to be streamed on a child health topic of your choice. In place of 4 additional grand rounds, you may attend an additional 4 hours of a community based meeting on a child health topic. For example, you may watch a webinar on pediatric food insecurity. Please submit a list of the 4 additional topics observed.
- 5- Read required articles on Canvas. New articles will be periodically updated.
- 6- Complete the windshield survey activity on Canvas and send it to co-directors for review. Instructions are provided on how to complete. Contact the co-directors if you have questions.

- 7- Complete a UT Summer Research Program or Summer Structured clinical experience. You are not required to go through a specific program provided you list the name of the provider and number of hours completed.
- 8- Draft a letter to the legislator on your advocacy topic and send to co-directors for review. It is acceptable to build upon the letter you will draft as part of your second year Persuasive Writing Workshop in your small group ethics rotation.
- 9- Draft a letter to the editor on your advocacy topic and send it to co-directors for review. It is acceptable to build upon the topic you may draft as part of your second year Persuasive Writing Workshop in your small group ethics rotation. If you desire to publish your topic, please contact the co-directors for guidance.
- 10- Participation in the TEACH TX collaborative project, which is an annual advocacy project with the pediatric residents. TEACH TX is a collaborative of pediatric advocacy programs across the state and annually we host a variety of advocacy projects. One of these projects may be your “advocacy project” if you choose to be the lead, or you may participate on the level of your choosing, based on your passion and availability.
- 11- Complete a reflective essay on an encounter with a pediatric patient (1 page) to highlight what you have learned from your patient.
- 12- Develop an advocacy project with a faculty mentor. This project is the key part of your rotation. You will develop skills in project planning, development, implementation, analysis, and publication. The project will be centered around your interests, and the co-directors will work with you to identify a key mentor to guide this project.
- 13- Organize and implement your advocacy project with guidance from a mentor. You will work closely with your mentor to develop and implement the project successfully.
- 14- Present your advocacy project at a local, regional, or national meeting.
- 15- Submit your advocacy project for publication, if possible.

Advocacy projects

Students will have a certain amount of flexibility in the selection of their project. Potential project categories include clinical research, translational research, curriculum development and deployment, and public health education campaign development and deployment.

Scholarly projects will first be developed by the student with mentor guidance. The student’s final proposal will be reviewed by the faculty mentor with approval from the concentration co-directors. Advocacy is driven by passion, and the goal for the advocacy project is to identify a project that the student is passionate about, and implement means to evaluate the intervention in order to obtain both advocacy and scholarly work.

Oversight of project completion will be the responsibility of the faculty mentor.

At a minimum, all senior students in the concentration will present their project during a Pediatric Grand Rounds session to the assembled students, residents, and

faculty in the spring of their fourth year. In addition, students will be encouraged to submit their project as an abstract or poster (as appropriate, with guidance from their faculty mentor) to local or state professional meetings.

Resources

American Academy of Pediatrics (AAP) Student Section

<http://www.aap.org/en-us/about-the-aap/Committees-Councils-Sections/Medical-Students/Pages/default.aspx>

American Academy of Pediatrics (AAP) Student Resources

http://www.aap.org/en-us/about-the-aap/Committees-Councils-Sections/Medical-Students/Documents/MedStudent_Handout.pdf

The American Academy of Child & Adolescent Psychiatry (AACAP)

http://www.aacap.org/AACAP/Medical_Students_and_Residents/Medical_Students/Home.aspx?hkey=c280dd86-6e53-41ae-8779-6d84b98fda7e

Scholarly Concentration Faculty

Faculty Name (Affiliation - Department)	Contribution(s) to Concentration
Mark Hormann, MD (MS – Gen Peds)	Mentor
Jon Tyson, MD MPH (MS – Neo, Clinical Research)	Mentor
Michelle Barratt, MD MPH (MS – Adolescent)	Mentor
Christine Markham, PhD (SPH – Child Health)	Mentor
Melissa Peskin, PhD (SPH – Child Health)	Mentor
Essam Imseis, MD (MS – GI)	Mentor
Susan Tortolero Emery, PhD (SPH – Child Health)	Mentor
Pedro Mancias, MD (MS – GI)	Mentor
Soledad Liliana Escobar-Chaves (SPH – Child Health)	Mentor
Allison Davidson, MD (MS - Neonatology)	Mentor
Michelle Ruda, MD (MS - Child Abuse)	Mentor
Sandy McKay, MD (MS - Gen Peds)	Mentor, Co-Director
Katie K. Tran, MD MPH (MS - Gen Peds)	Mentor, Co-Director

Note: If students have specific research interests, they will be matched to appropriate faculty in the department; this list is not exclusive.

Notes

Students must remain in good standing throughout the four years of medical school to continue in the concentration. If a student is considered to be not in good standing by Student Affairs, they will be dropped from the concentration program.

Special recognition in the MSPE, the transcript, and/or in the graduation program is dependent on completion of all requirements. Failing to complete one or more requirements of the concentration will result in no special distinction being provided.

Contact: Sandy McKay, MD
sandra.mckay@uth.tmc.edu
 Katie K. Tran, MD MPH
katie.k.tran@uth.tmc.edu