



Steps Toward Change to Promote Child Health Advocacy:

A Service Learning Experience

Lacey Eden, MS, NP-C & Karlen E. Luthy, DNP

Learning Outcomes

- Explain the political procedures for passing legislation
- Outline steps for successful drafting and lobbying of a bill and how to involve student nurses in the process.
- Empower nurses across the nation to be CHANGE agents and advocate for their patients.

“Why do nurses have to know this stuff?”

- ▣ Nurses are patient advocates
- ▣ Many aspects of health care are regulated through legislation
- ▣ Political activism advances the nursing profession
- ▣ Nurses already possess the skills for political activism

Nurses and political advocacy

- Skills and experience (Woodward, Smart, & Benavides-Vaello, 2016)
 - Conflict resolution
 - Problem – solving skills
 - Teamwork
- Barriers (Buck-McFadyen & MacDonnell, 2017)
 - Time constraints
 - Frustration
 - Burnout
 - Lack of understanding of political procedures (Lewinski & Simmons, 2018)

How a Bill becomes a Law

- ▣ Idea
- ▣ Bill Created
- ▣ Bill Drafting & Approval
 - ▣ Bill is numbered



How a Bill becomes a Law

- ▣ The bill is read 3 separate times
 - ▣ First reading
 - ▣ Decision of where the bill should be sent
 - ▣ Standing committee



How a Bill becomes a Law

- ▣ Second reading
 - ▣ Lobbying
 - ▣ Letter writing
- ▣ Third reading



How a Bill becomes a Law

- If amendments or substitutes are made:
 - <15 words on House floor
 - <10 words on Senate floor
 - Must be relevant to original bill
 - Protected

- Final Passage
 - Bill must pass by a constitutional
 - 38 aye votes in the House
 - 15 aye votes in the Senate



How a Bill becomes a Law

- ▣ The bill must pass in both houses
 - ▣ After it passes in one house, it gets sent to the other house
 - ▣ It goes through the same process
 - ▣ Legislator will find a sponsor in the opposite house
- ▣ If either house amends a bill, the bill is sent back to the first house
- ▣ If both houses do not agree on the amendment, the bill is sent back and the amendment is withdrawn



How a Bill becomes a Law

- ▣ Enrolling Process
- ▣ Delivered to Governor
 - ▣ After enrolling, bill is sent back to the House/Senate
 - ▣ House/Senate deliver enrolled bills to the governor for action.



How a Bill becomes a Law

- If the governor vetoes a bill:
 - Legislature can override the governor's veto
 - 2/3 of the House/Senate must be in favor to assemble a veto override session (must begin within 60 days of adjournment)
- 2/3 vote required in both houses for override
- New laws become effective 60 days after adjournment, unless otherwise stated in the bill.



Be the CHANGE

- ▣ C: Collect
- ▣ H: Hinge
- ▣ A: Associations
- ▣ N: Negotiate
- ▣ G: Gather
- ▣ E: Expertise



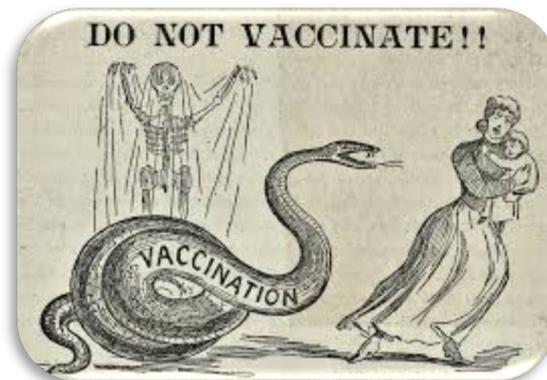
C: Collect Data

- Know the facts
- Student nurses help gather the facts



Community Immunity

- “The data shows that roughly one out of every four schools fail to meet the "herd immunity" rate for measles (MMR) or whooping cough (DTaP). A school has to have at least 92 percent in either category to protect all students.”

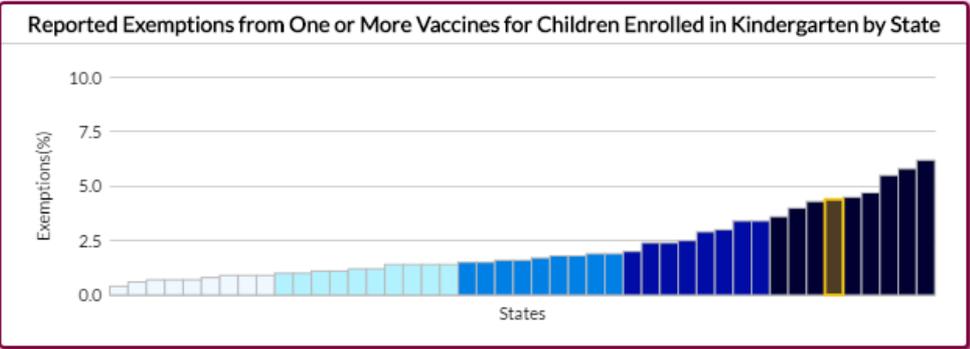
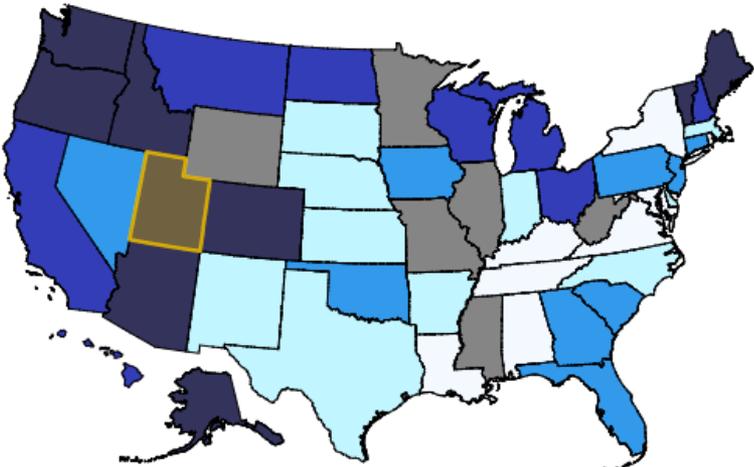


Estimated number and percentage of children enrolled in kindergarten with an exemption from one or more vaccines by State and the United States, School Vaccination Assessment Report, 2015-16 school year

Map Selection ▾

HHS Regions

Currently Viewing: School Assessment >> Non-medical Exemption >> All kindergartners >> Exemptions for 2015-16



State Table or National Median

Reported Exemptions from One or More Vaccines for Children Enrolled in Kindergarten				
States	N	Survey Type	%	Footnotes
● Utah	50,114	Census	4.4	-
● Vermont	6,366	Census	5.5	-
○ Virginia	100,074	Stratified 2-stage cluster sample	0.9	†
● Washington	86,492	Census	3.6	-
● West Virginia	21,333	Voluntary response	NA	‡,†
● Wisconsin	70,220	Stratified 2-stage cluster sample	2.9	-
● Wyoming	7,825	Voluntary response	NA	§,‡,†

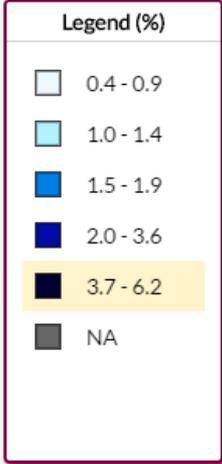
Clear ✕ Filter ✕

Data Notes and Footnotes

Abbreviations: NA = not available

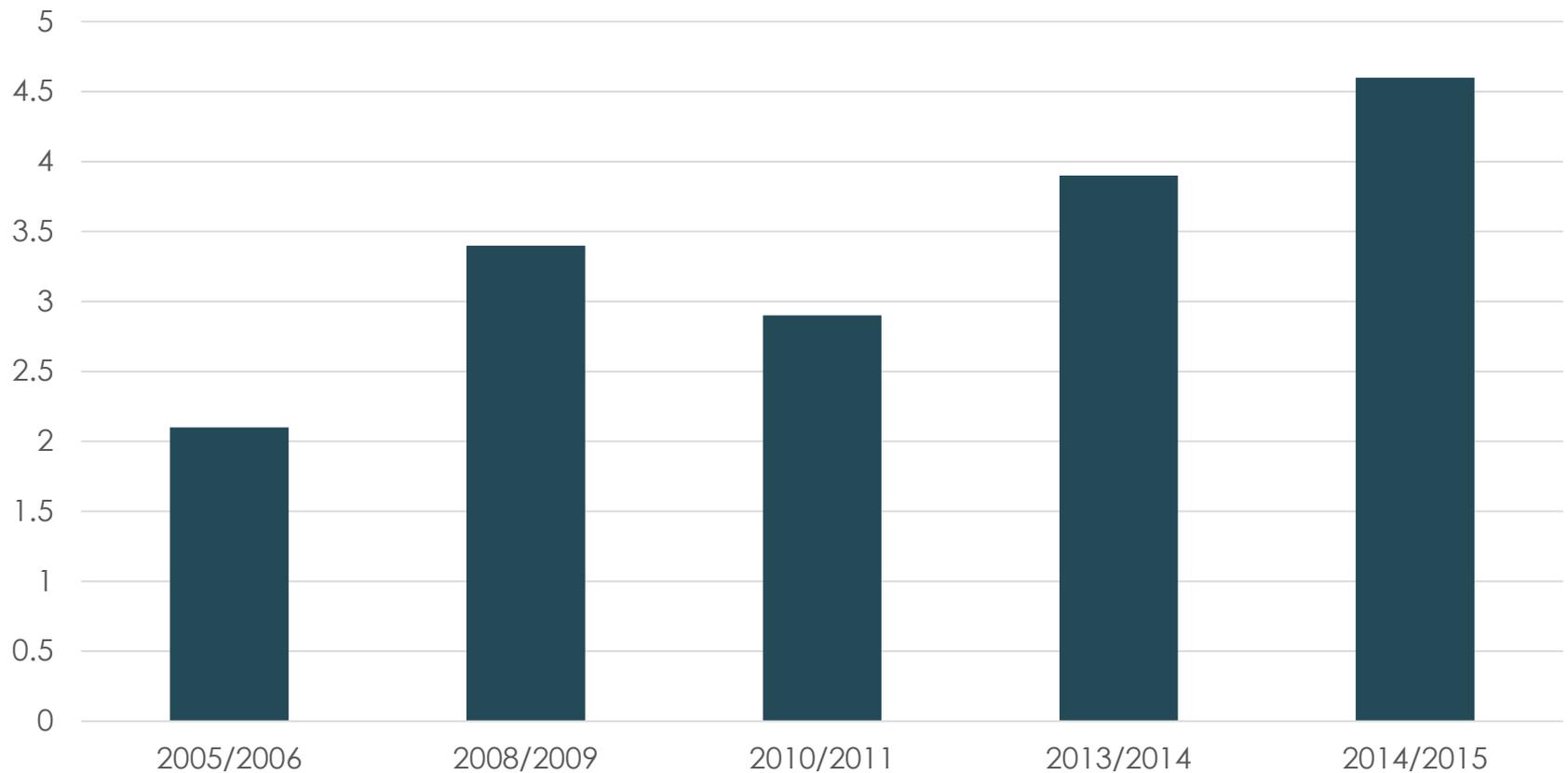
Data Notes:

- Data for the 2010-11 school year were not verified.
- In 2009-10, data were weighted based on the population if awardee submitted reports for <95% of enrolled students. In 2011-12, all estimates of percent of children with exemptions were weighted to the number of enrolled children unless noted; number of exemptions were unweighted counts. All other years, estimates were adjusted for non-response and weighted for sampling as appropriate.



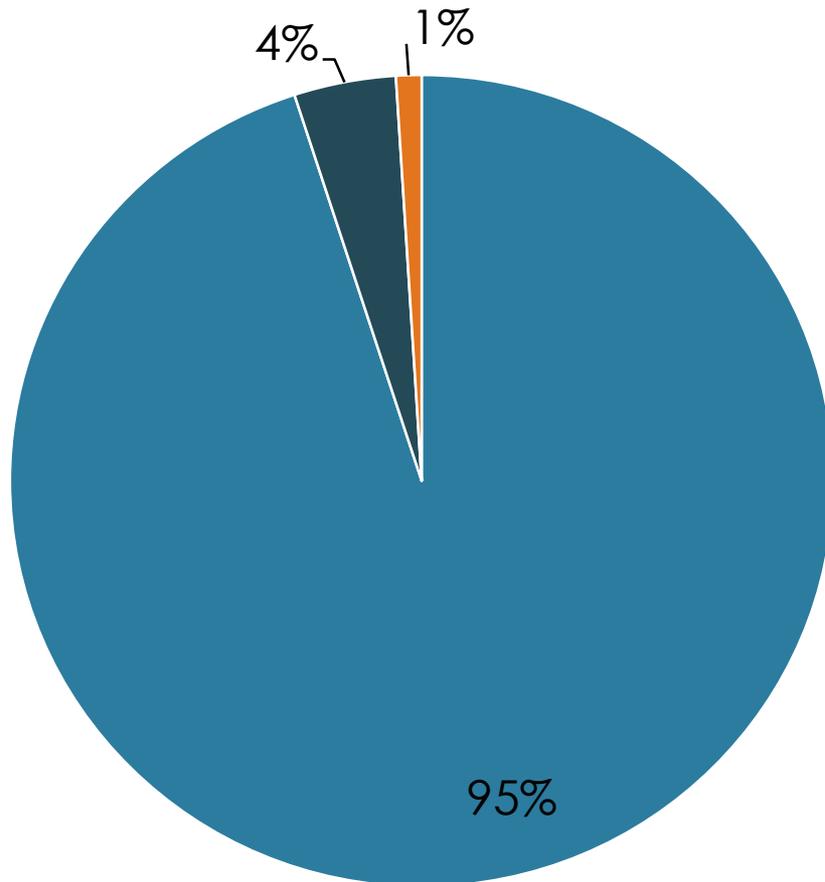
Exemption Rates Nationwide

Utah Kindergarten Exemption Rates



Utah Exemption Types

■ Personal ■ Medical ■ Religious



H: Hinge

- ▣ Right Hinge and Right Location
- ▣ Brainstorm ideas with student nurses





State Immunization Program Manager Survey

In collaboration with:

- Association of Immunization Managers
- CDC

(Eden et al, 2017)

“Everything hinges on education. Without it, you can’t advocate for proper health care...”

Susan L. Taylor

A: Associations

- ▣ Gather recommendations, feedback, and interested parties on the language in the bill
 - ▣ Utah Chapter of AANP
 - ▣ Utah School Nurses Association
 - ▣ Local Health Departments
 - ▣ Utah Chapter of NAPNAP
 - ▣ Utah Chapter AAP
 - ▣ Utah Medical Association (UMA)
 - ▣ Legislature



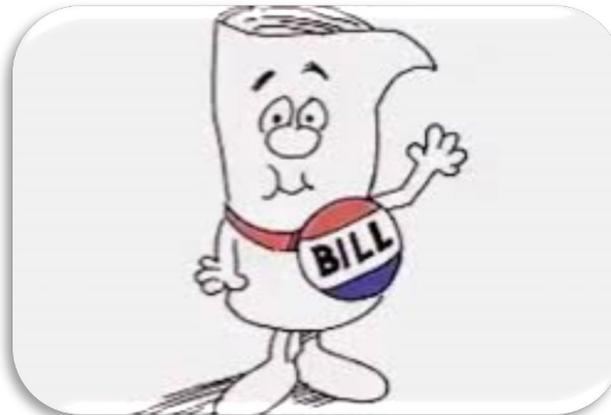
N: Negotiate

- ▣ Find a Senator and House Representative to sponsor bill
- ▣ Draft Bill



HB 308 Sub 2: Public Health in Schools

- Require completion of online education prior to receiving exemption form
- Increase the frequency an exemption must be obtained
- 21 day conditional enrollment



G: Gather Support



Help us support House Bills

308 & 309

To protect our loved ones from preventable diseases



308- Public Health Education Module

309- Public Health in Schools

Support
House Bills
308 & 309

To find out more information join our Facebook page!



“ Why Immunize Utah?”

Or email us at:



whyimmunizeutah@gmail.com

Groups In Support

- Utah Chapter of the American Academy of Pediatrics
- Utah Nurse Practitioners Association
- Utah School Nurses Association
- Voices for Utah Children
- Utah Health Department
- PTA Association
- Utah Board of Education



E: Expect to be the Expert

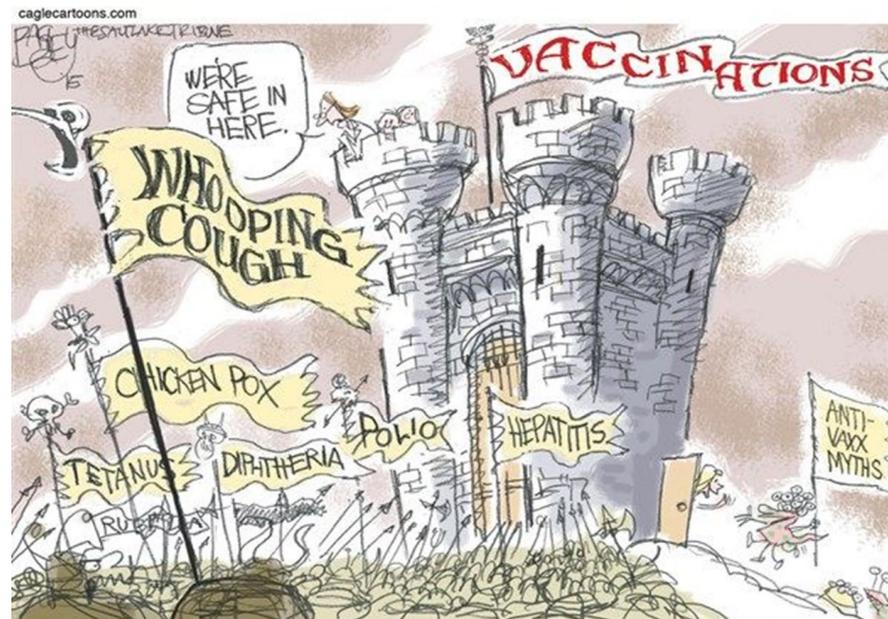
Of course I talk to myself,
Sometimes I need
expert advice.



ROTTEN&CARDS

Politics is a Process- Not an Event

- Even after a bill passes, your work is not done



Lessons Learned

- ▣ It's not personal- it's politics (Ok maybe it's a little personal)
- ▣ Loyal lawmaker
- ▣ Need help



Tips to Improve the Experience

▣ How to talk to your legislator

- ▣ Tell them real life stories
- ▣ Know funding capabilities
- ▣ Show them statistics

▣ How to be heard

- ▣ They receive SO many emails
- ▣ They have interns answer their phone
- ▣ They are being broadcast to ALL of the time
- ▣ Letters actually work!
- ▣ Let them know who you are



References

- Buck-McFadyen, E., & MacDonnell, J. (2017). Contested practice: Political activism in nursing and implications for nursing education. *International Journal of Nursing Education Scholarship*, 14(1) doi:10.1515/ijnes-2016-0026
- Eden, L.M., Dunn, E. G., Luthy, K. E., Wells, K., Macintosh, J. & Beckstrand, R. (2017) Identifying United States and territory education requirements for childhood vaccination exemptions. *Journal of Vaccines and Vaccination*. doi:10.4172/2157-7560.1000362
- Lewinski, A. A., & Simmons, L. A. (2018). Nurse knowledge and engagement in health policy making: Findings from a pilot study. *The Journal of Continuing Education in Nursing*, 49(9), 407-415. doi:http://dx.doi.org.erl.lib.byu.edu/10.3928/00220124-20180813-06
- Woodward, B., Smart, D., & Benavides-Vaello, S. (2016). Modifiable factors that support political participation by nurses. *Journal of Profession Nursing*, 32(1), 54 – 61. doi://doi.org/10.1016/j.profnurs.2015.06.005