**Presentation Title:** Innovate. Collaborate. Advocate. An introduction to advocacy.

**Please outline the new learnings, innovation, education or hands-on updates to GPs that will form part of your presentation.**

General practice exists as part of a complex health and social system. Various issues, medical and otherwise, impact our ability to deliver good care. The ability to advocate for systemic changes is important, indeed by some it is viewed as a moral and ethical responsibility (Dharamsi et al, 2011). Advocacy training is becoming part of prevocational and vocational medical education in the US and Canada (Bhate and Loh, 2015; Chamberlain et al, 2013), however in the Australian curriculum it is considered part of “lifelong learning.” (RACGP Curriculum 2016). Advocacy skills are important because they link strongly into the domain of population health and the context of general practice. This workshop seeks to introduce advocacy at an initial level, from problem identification to environmental scanning. Working in small groups, GPs will discuss issues that affect them. They will choose and define a problem on which to focus. They will set goals and objectives. They will then think about the environment in which the problem exists – the stakeholders and their interests. They will learn skills to identify and influence levers for change. GPs with similar interests will be encouraged to collaborate. Strategies to effect change will be discussed.

**Please explain how this topic or subject is relevant to GPs in a clinical setting?**

General practice exists in a context of the broader health of the population. We as GPs are uniquely placed to identify and advocate for the health needs of our own communities. Although advocacy is part of the Australian curriculum post fellowship, it is not often a focus of continuous professional development. This workshop will provide participants with the tools to influence change in areas that affect their day to day work.

In addition, this workshop offers GPs the opportunity to collaborate with peers from around the country to work towards solutions to shared challenges. Through this collaboration, it is anticipated that new insights will develop.

**How do you intend to engage delegates and enhance their learning experience throughout your presentation?**

GPs who have been engaged in successful advocacy work will both facilitate and present. The content of the workshop will be participant determined in that they will bring challenges from their own settings to the workshop. Participants will be encouraged to think about systems and solutions, and will leave with an initial action plan to start their advocacy journey. The overall aim of the workshop is to inspire participants to take initial advocacy steps.

**How is the content of your presentation supported by evidence? This may be through a connection with research, clinical trials or other forms of evidence.**

A recent review suggested that meaningful healthcare improvement is local, and that top-down policy changes are not likely to result in improvement at a wide scale (Braithwaite, 2018). Local, grassroots advocacy is necessary for systemic improvement. The content of the presentation will follow the model proposed by the WHO from step 1- defining the situation to step 3 – identifying target audiences (WHO, 2006).

**Does your presentation showcase a new (within the last 3 years) skill or practical knowledge update to the primary health environment? If yes, please provide further details.**

Participants will learn new skills to navigate the ever changing landscape of the Australian health system. They will enter the workshop with challenges and leave with skills to advocate for solutions. Advocacy skills have not traditionally been incorporated into continuous professional development.

**References:** *(If applicable)*

Bhate, TD, & Loh, LC. (2015). Building a Generation of Physician Advocates: The Case for Including Mandatory Training in Advocacy in Canadian Medical School Curricula. Academic Medicine, 90 (12):1602-1606. doi: 10.1097/ACM.0000000000000841

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RACGP (2016). Curriculum for Australian General Practice 2016. Available at <https://www.racgp.org.au/FSDEDEV/media/documents/Education/Curriculum/Curriculum-2016.pdf>

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