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A Qualitative Analysis of Student Motivations, Intentions and Participation in a
Breast Cancer Advocacy Internship

By

Tasha Burlison-Trump

An Honors Thesis Presented to the Honors Committee
of Western Oregon University
In Partial Fulfillment of the Requirements for
Graduation from the Honors Program

Dr. Jessica Henderson, Thesis Advisor

Dr. Gavin Keulks, Honors Program Director

Western Oregon University

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TABLE OF CONTENTS

	PAGE
List of Tables	i.
Abstract	ii.
I. Manuscript Title Page	1
II. Manuscript	
Introduction and review	2
Methods	4
Results	6
Discussion/Conclusion	16
References	19
Appendix A: Consent Letter	21
Appendix B: Motivations Survey	21
Appendix C: Written Reflection Questions	24
Appendix D: Intentions Survey	37

LIST OF TABLES

TABLES	PAGE
Table 1: Characteristics of Participants	7
Table 2: Motivations for Advocacy	9
Table 3: Perceived benefits of the advocacy internship	10
Table 4: Post-Internship Intentions	11
Table 5: Post-Internship Beliefs	11

ABSTRACT

Objectives. This study aimed to gain insights into perceptions of student interns who participated in a professional advocacy training conference and to describe the training impacts on their educational experience, personal growth, and professional development.

Methods. Study participants included 20 Western Oregon University student interns. Each student completed a motivations survey prior to training, five open-ended journal entries during training, and an intentions survey upon completion of the advocacy training. Qualitative data were transcribed and analyzed using content analysis techniques and quantitative data were analyzed with SPSS statistical software.

Results. Top motivations for participation in the training internship were to learn outside of the classroom and to learn how to become an advocate. The four themes that emerged from the journal entries were (1) connecting with breast cancer survivors and advocates; (2) empowerment; (3) learning; and, (4) action through advocacy. Perceived benefits included enrichment of the college learning experience and personal growth. Post-internship, students had intentions to be lifelong advocates and believed that the political system works only when we participate and advocate.

Conclusion. Student perceptions were that the advocacy experience enhanced their personal growth and professional development. Since advocacy is one of the seven responsibilities of a health educator, it is essential that academic programs recognize the value of advocacy development among students.

A Qualitative Analysis of Student Motivations, Intentions and Participation in a
Breast Cancer Advocacy Internship

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Cancer is the leading cause of death in Oregon.¹ Breast cancer is the most commonly diagnosed cancer among women, and Oregon is fourth among the 50 states for breast cancer incidence.² Breast cancer is the most commonly diagnosed cancer among women in the United States excluding skin cancer. Breast cancer alone is expected to account for 27% (192,370) of all new cancer cases among women in 2009. Breast cancer is leading cause of cancer death among women ages 20 to 59.³ Breast cancer incidence and mortality rates have continued to decline since 1999.

Progress against cancer depends on national healthcare reform and resources allocated to research for prevention, treatment and cure of cancer. The power to make these Congressional mandates and changes lies within advocacy.⁴ Advocacy is “the pursuit of influencing outcomes—including public policy and resource allocation decisions within political, economic and social systems and institutions—that directly affect people’s lives.”⁵

Advocacy training has been identified as an important area of professional development by the National Commission for Health Education Credentialing.⁶ Specifically, “communicate and advocate for health and health education” is one of the seven responsibilities of a health educator. These seven responsibilities served as the foundation for the revision of the core requirements for community health education majors and school health education majors at Western Oregon University.

Health educators and other health professionals can be powerful advocates who give a voice to those affected by health issues such as cancer. In a recent study, public health workers identified advocacy skills as a key professional need and it was

recommended that advocacy should be incorporated into the curricula for students.⁷ Another study recommended that students need to be prepared “to become politically active professionals who participate in organizations that not only assist them professionally but which affect the health and well-being of the communities in which they live and serve.”⁸ Advocacy organizations help to show members how they can influence policy and legislative initiatives at the Congressional level. Yet for many students inside the traditional classroom, advocacy may be an abstract concept, and they may not be likely to become active on their own.⁹

There is great potential for students in health education to learn advocacy knowledge and skills outside the classroom. For example, the National Breast Cancer Coalition (NBCC) offers an annual conference for development training in advocacy and active participation in lobbying. From a community health education perspective, the value of student participation in this advocacy training conference lies not only in raising knowledge about breast cancer and legislation issues, but also in raising advocacy skills—thereby laying the groundwork of activism in the profession.

The NBCC has been ranked in the top 20 most influential organizations on national health policy.¹⁰ With the leadership of Fran Visco, president of NBCC, advocates nationwide have created an increase in annual federal funding for breast cancer research by more than 800%, from less than \$200 million before 1991 to more than \$14 billion in 2005.¹¹ A cumulative appropriation of \$2.5 billion for the Department of Defense (DoD) Peer Reviewed Breast Cancer Research Program has been secured since 1992.

The NBCC has recognized the importance of its role in fostering advocacy among college students and has recently launched the “Emerging Leaders” program to encourage

participation in the annual conference and to recognize young people as the future of breast cancer advocacy. The potential direction of this program will be guided through evaluation by student participants and organization leaders.

The advocacy training conference hosted by NBCC may be an ideal way to develop advocacy skills in students and increase their political savvy and knowledge of health issues while simultaneously being a part of their academic program. Most health education curriculum require an internship—and, “in light of diminishing resources, universities must seek ways to collaborate with organizations to offer ongoing training for health educators and seek ways to deliver cost-effective training.”⁷

Unfortunately, student internships are “often poorly structured and of variable value.”¹² Currently there is little published information regarding the extent to which health education internships impact professional development, and no information on the impact of a highly structured, breast-cancer-specific advocacy training for health education students. The purpose of the study is to provide insights into the student perspective and value in advocacy training. We aim to find how exposure to advocacy leaders, health professionals and cancer researchers and the opportunity to discuss legislative priorities with members of Congress affects educational experiences, personal growth and professional development.

Methods

Sample

Study participants were students majoring in community health education at Western Oregon University who attended the spring 2009 NBCC Annual Advocacy Training Conference in Washington, D.C. to fulfill the HE 419 Internship credit. The study

protocol was approved by the Institutional Review Board (IRB) at Western Oregon University.

Internship/ Training

The internship consisted of:

- orientation/pre-training meetings on campus
- travel day to Washington, D.C.
- three intensive advocacy training days and evenings consisting of plenary sessions and workshops including high-level government representatives from national health agencies and internationally-known cancer researchers/scientists
- “Lobby Day,” where advocates meet with their Congressional Senators and Representatives on Capitol Hill to discuss legislative priorities regarding breast cancer, i.e., guaranteed access to quality health care and the DoD Breast Cancer Research Program
- Travel day from Washington, D.C. to Oregon
- Post meetings on campus

Data Collection

Data were collected by using both open-ended and Likert-scale questions. Data collection took place in three waves: one month before the training, during the training, and one month after the training. Baseline data such as personal demographic data and motivations for participating were collected during the pre-training sessions on campus. The motivations Likert-scale survey used in this study (see appendix B) was inspired by The Motivations for Time Banking.¹³

At the conclusion of each day of the conference in Washington, D.C., students completed journal entries specific to the advocacy training activities and Lobby Day. Students followed a semi-structured guide with 5-6 open-ended questions (see appendix C) to promote self-reflection, a central component of internships. Nightly reflections were collected on five separate occasions during training (i.e., reflections about travel day, each of the three-day intensive training days, and Lobby Day).

The third wave of data collection occurred at the post-conference meetings on campus. Students completed an intentions survey (see appendix D) that evaluated the quality and impact of the advocacy training, their intentions (*I plan to advocate for health issues*); and their behavior (*I have talked to someone about breast cancer*).

Data Analysis

Journal entries were transcribed and independently reviewed by two researchers using an open coding method whereby written text was categorized into major themes.¹⁴

Quantitative survey data were analyzed with SPSS statistical software.

Results

Sample

A total of twenty students from Western Oregon University participated in the study. With the exception of one male, all participants were female, and all participants were between 20 and 26 years old (see Table 1). Ninety percent of the students identified as White/Caucasian. Most students had senior standing and were community health education majors with an intention to work in a hospital or other health care setting. Seventy five percent of students reported that their political views were moderate to liberal.

Table 1. Characteristics of Participants

Characteristic	N=20 (%)
Age, in years	
Range	20-26
Mean	22.2
GPA	
Range	2.6-3.6
Mean	3.2
Sex	
Female	19 (95%)
Male	1 (5%)
Ethnicity	
White/Caucasian	18 (90%)
Native American	1 (5%)
El Salvador/Vietnamese	1 (5%)
Year in College	
Senior	16 (80%)
Junior	3 (15%)
Sophomore	1 (5%)
Major	
Health	13 (65%)
Interdisciplinary with health focus	7 (35%)
Career Choice	
Hospital or health care setting	12 (60%)
Government (county, state, federal)	2 (10%)
K-12 school	2 (10%)
University or community college	1 (5%)
Nonprofit organization/agency	1 (5%)
Business or corporation	1 (5%)
Speech pathology	1 (5%)
Personal Exposure to Breast Cancer	
Family member with breast cancer	10 (50%)
Friend with breast cancer	10 (50%)
Political views	
Liberal	5 (25%)
Somewhat liberal	2 (10%)
Moderate	8 (40%)
Somewhat conservative	2 (10%)
Conservative	3 (15%)

All twenty students had personal exposure to breast cancer either through a family member or friend.

Motivations

Before participation in the advocacy internship, the students ranked the majority of motivations in the survey as “important” or “very important” (see Table 2). The two motivations with the highest mean scores (3.95 on a scale of 1- 4) were “to learn outside the classroom” and “to learn how to be an advocate.” These two motivations were closely followed by “to make a contribution to end breast cancer” and “to learn about breast cancer.”

Benefits

Post-internship, students reported that the top two benefits of their participation was that (1) it enriched the college learning experience, and, (2) it was relevant to personal growth (see Table 3). It was also perceived that the internship was relevant to professional growth as well. The students perceived a new appreciation for the cancer burden, and gained a new sense of professional enthusiasm for the health field.

Table 2.
Motivations for Participation in Advocacy Internship

Motivations	Importance (mean; 1-4)*
To learn outside the classroom	3.95
To learn how to be an advocate	3.95
To make a contribution to end breast cancer	3.90
To learn about breast cancer	3.90
To learn about the politics of breast cancer	3.85
To learn how to be a leader	3.80
To be a part of a larger movement for public health	3.75
To get training at the national level	3.75
To act on my personal values and beliefs	3.70
To meet breast cancer survivors	3.70
To attend a professional conference	3.65
To honor a person I know/love diagnosed with breast cancer	3.60
I'm curious about the conference after hearing about it	3.60
To use me skills for others	3.55
To create a better society	3.55
To use or learn skills that I do not get to use regularly	3.45
To experience new activities in group settings	3.45
To earn credit for HE 419	3.40
To build solidarity with the breast cancer community	3.35
Opportunity for student-faculty contact	3.30
To have something worthwhile to do	3.25
To spend more time with like-minded people	3.25
To build up my resume	3.20
To visit Washington DC	3.20
To have fun	3.15
To have a good time doing things in a social setting	3.10
To meet people	3.00
To feel better about myself	2.95
To meet members of the U.S. Congress	2.95
Another person recommended that I go	2.25
To be with my friends who are going	1.90
My parents will pay for the trip	1.70
To feel less lonely	1.30

*1=not at all important; 2=a little important; 3=important; 4=very important

Table 3. Perceived benefits of the advocacy internship

Benefits	Mean (1-4)*
Participation in this conference enriched my college learning experience	3.95
The NBCC Conference and Lobby Day was relevant to my personal growth	3.95
The NBCC Conference and Lobby Day was relevant to my professional growth	3.89
I gained a new appreciation for the cancer burden	3.89
I gained a new (or renewed) sense of professional enthusiasm for the health field	3.84
I developed new skills because of the conference	3.79
I learned the politics of breast cancer	3.79
The NBCC Conference and Lobby Day helped me demonstrate advocacy in action	3.79
I learned how to be an advocate	3.74
There was ample opportunity for interaction with breast cancer survivors	3.74
I learned about the science of breast cancer	3.58
The content of the workshops and sessions met and/or exceeded my expectations	3.53
I learned about methods to successfully educate politicians/legislative aides	3.47
I learned how to be a leader	3.47

*1=strongly disagree; 2=disagree a little; 3=agree a little; 4=strongly agree

Intentions

After completion of the internship, students reported many follow-up intentions.

All 20 students strongly agreed that they would recommend the NBCC training to another family member, professional or cancer survivor (see Table 4). In addition, students intended to be lifelong advocates and to be politically involved in cancer issues in the future. Many agreed that they would make changes in their career as a result of the internship.

Table 4. Post-Internship Intentions

Intentions	Mean (1-4)*
I would recommend this conference to another family member, professional or cancer survivor	4.00
I would recommend this conference to another college student	3.89
I intend to be a lifelong advocate	3.74
I intend to remain a NBCC member for a number of years	3.47
I am likely to be politically involved in cancer issues in the future	3.37
I intend to go to the conference again	3.21
I have made (or will make) changes in my career as a result of the conference	3.05

*1=strongly disagree; 2=disagree a little; 3=agree a little; 4=strongly agree

Beliefs

Upon completion of the internship, students held a strong belief that they could be a powerful advocate (see Table 5). Other strong perceptions included “the political system works only when we participate and advocate” and that it is important to be politically active. The majority of students also felt a commitment to the NBCC organization.

Table 5. Post-Internship Beliefs

Beliefs	Mean (1-4)*
I believe that I can be a powerful advocate	3.74
The political system works only when we participate and advocate	3.74
I feel my knowledge about breast cancer advocacy is high	3.53
It is important to become a politically active professional who participates in organizations	3.53
I feel a commitment to the NBCC organization	3.53
I believe that I can provide critical insight into health issues to legislators and policy makers	3.26

*1=strongly disagree; 2=disagree a little; 3=agree a little; 4=strongly agree

Qualitative Analysis

Four primary themes emerged from the students' reflection journals: (1) connecting with breast cancer survivors and advocates; (2) empowerment; (3) learning; and, (4) action through advocacy. A secondary theme of challenges also emerged.

Theme #1: Connecting with Breast Cancer Survivors and Advocates

Making connections was a major theme throughout the training. These connections with breast cancer survivors and other advocates were significant and valuable to the students. Each student described experiences meeting, learning, and sharing personal stories with breast cancer survivors and advocates throughout the conference. These connections made students feel more comfortable. Students expressed that these connections were inspiring and impactful. They developed greater empathy, compassion and personal growth through these associations, as illustrated below:

- *It was so great to see the women and hear about the survivors and their stories! These women are so strong. They beat cancer and they can do anything! I felt very inspired by all of this. It was also so cool to see how welcoming all the women are, they are happy to see every person here, supporting the same cause.*
- *Today when we sat down at orientation the thing that impacted me the most was the woman that was sitting in front of me was losing her hair because of treatment. It really set in that I was here for this cause.*
- *After my second workshop a woman came up to me and asked why I was at the conference. When I told her I was here because my grandma and great aunt are survivors, she gave me a hug, said "bless you," and told me not to stop supporting them. It was a brief conversation but it warmed my heart.*
- *A woman from Eastern Africa shared her story today about bringing breast cancer advocacy to Africa. Her story moved me to tears and made my heart feel inspired about helping the cause.*
- *I gained an insight into what women personally go through. I have always been a compassionate person but I found an entirely new sense of empathy.*

Theme #2: Empowerment

The empowerment theme suggests gathering together with other advocates for a united cause. Much of the sense of empowerment came from a newfound self-confidence, access to information, and the realization that one person can make a difference.

- *The power and strength we have! I was so inspired to see and hear stories about women battling cancer and still fighting for other women. Eradicating breast cancer is a very powerful goal.*
- *We are only powerful because of your voice.” This was significant because I didn’t realize how much my voice was going to mean! And I didn’t realize the impact we would have on Lobby Day. I knew but hearing from the speaker in the session enforced how powerful our voice is together.*
- *Today I realized that I can make a difference. That even though I’m from a small school, I can go to grad school and help make significant changes in people’s lives. I gained a new perspective, empathy, passion and confidence, because of everything I have learned today.*
- *I have been so much more impacted by this experience than I would have ever thought. I don’t know exactly how to explain it. Some descriptions would be: complete, empowered, confident, and strong.*
- *Confidence in myself and understanding that I shouldn’t be intimidated by Congressmen, because they are just people. Confidence that I can be a part of something and I can be passionate about making change happen.*

Theme #3: Learning

The third theme that emerged from the students’ journals was that of learning. The learning theme was positive and repeated often and included both academic and personal premises. Students commented on the great amount of learning that took place and its importance to feeling connected and understanding of those affected by breast cancer. Students expressed a sense of pride in their college education and their ability to attend a professional conference to take in so much information.

- *I expected to not understand a lot of information but found instead that my college education has paid off!*
- *I feel like knowing these things and having more knowledge concerning health reform helps me grow as a person and as a college graduate seeking a future in health promotion.*
- *We can't begin to make a difference until we educate ourselves and others. Everything begins and is sustained by the gain of knowledge.*
- *Learning. I felt that by learning all of the information that I did, that I am more connected and understanding of the loved ones in my family who survived/lost loved ones from this disease.*
- *I learned that it takes a lot of strength and grace to be a survivor. Because of this experience I want to work one on one with cancer patients and build relationships with them.*
- *I feel like I had one semester's worth of learning in five days.*

Theme #4: Valuing Advocacy In Practice

Within the theme of advocacy in action, one focus was on the self (*Since returning from DC, I have thought about how I can be an advocate throughout the year, not just once a year at the conference.*) and the second focus on support (*When people come together for a cause, it's hard to stop them.*) Walking the halls of Congress opened their eyes politically. Students found new passion, and some even made changes to their life and career goals. Action through advocacy was found to be empowering and life changing.

- *I felt so proud to lobby for NBCC and felt like the [congressmen] really listened to our requests. I did so much today and really felt like we accomplished a lot. To lobby on Capitol Hill is one of the best experiences of my life.*
- *I learned about the complexity of work it takes to turn ideas in to actions. I felt proud, empowered, honored, and overall good about myself. I felt like I was supporting people with a fabulous agenda.*

- *The congressmen and their aides were all confident and inspired people and that in itself is inspiring to see. It's wonderful to meet people so passionate about changing our nation for the better—I couldn't help but be inspired."*
- *I realize how important it is to continue to be an advocate and to push to make change.*
- *I feel more prepared to be an advocate now because I have seen how it works. I understand that to speak to the congressmen your priorities must be direct and to the point.*

Challenges

Feeling overwhelmed was a challenge for some of the students. The fast pace of the training, "information overload," tiredness/fatigue, and "fitting in" were the primary reasons for feeling overwhelmed. On the other hand, although some continued to feel anxious, most others successfully overcame the difficulties and saw it as a worthwhile challenge overall.

- *I felt overwhelmed by so many things (people, stories, sessions, exhibits) that I couldn't process it all at once. Keeping up with the language/terms used was difficult sometimes too.*
- *The first session was very educational and the speakers did an excellent job; but it was a lot of information to take in really fast and was a little overwhelming.*
- *It was hard for me to follow some of the medical stuff in the first session. Some of the terminology and content were a challenge for me. I just tried to stay focused and keep up.*
- *I wish we had longer breaks so we can let our minds absorb the info and prepare ourselves for the next session. It's very hard to stay focused when I feel so overwhelmed.*
- *I felt that today was pretty overwhelming but I know that after we get more into the conference I will have a more clear understanding of what to do.*

Discussion

The results of this study indicated that participation in a national breast cancer advocacy training program as an internship for undergraduate students studying community health was well-received and provided students with an opportunity to attend their first professional conference and obtain “real life” experience outside the classroom as a civilian lobbyist to influence national health policy on Capitol Hill.

Four themes emerged from the daily journal entries written by the student participants. First, the internship gave students the opportunity for face-to-face interactions with other like-minded advocates and breast cancer survivors. This experience related with the students both professionally and personally in that not only did their knowledge about breast cancer increase, but they were able to connect on an emotional level as well. One student captured this theme by writing *The most noteworthy experience was meeting and talking to all of the women with breast cancer... it really put a face on the disease and hit home for me. It made me want to go out and lobby because I knew that if more research could be done then more of these women's lives would be saved.*

Empowerment was a strong second theme. The location of the internship fostered an empowered frame of reference (...*being right there in Washington D.C., seeing the Capitol Building, I felt empowered*), along with the group experience of sharing a voice and goals to eradicate breast cancer. As one student eloquently stated, *Everywhere I went today, every session, in the hallways, around the exhibits, there was passion. Everyone here is passionate about fighting and ending breast cancer, and it is incredibly inspiring and empowering.* The third theme was learning, which was also linked with empowerment: *It's wonderful to be a part of this and feel myself learning and growing,*

rather than feeling scared or overwhelmed. And finally, the fourth theme was the idea of taking “action” through lobbying and speaking with members of Congress about legislative priorities for breast cancer. This proved to be a pivotal activity for heightened understanding of advocacy concepts and civic engagement for public health as well as clarifying their purpose: *Walking the halls of Congress made me feel motivated to make a change in the world; particularly because you are surrounded by so many other motivated people.*

This study has several limitations. First, it was conducted with student participants from a single institution and the students were self selected in that they chose this particular activity to fulfill their internship requirements. These students may have had more motivation and/or interest in breast cancer, policy or advocacy in particular than other public health students; therefore these findings may not be generalizable to other undergraduate students. Another limitation was the short time frame. The internship lasted 10 weeks, although the focus was on the five days in Washington, DC. The 10-week period may have been too brief to fully assess impact, particularly the intentions and behaviors after the experience. Nevertheless, this research adds to the limited amount of existing research that specifies the operationalization of training of students in advocacy and measures their perceptions at the undergraduate level.

The findings in this study have implications for health programs with internships and programs that embrace advocacy as a means to promote public health. We found that the internship that was the focus of this study was an effective way to train student advocates and also enabled the faculty and others to embody and model advocacy behavior to the students. Faculty cannot assume that because students are in a “helping profession”

that they are automatically programmed to be an advocate. The internship described here provided the information, structure and place to better prepare students to become effective and motivated advocates at the national and local level. More research is needed to further describe collective and individual advocacy skills training and effectiveness. Although this study focused on advocacy for issues around breast cancer, more research is needed on knowledge and skill sets and student needs for other public health issues.

In conclusion, we found that the student perspectives provided insights and an initial frame of reference for the value of an advocacy internship. The students cited that the internship played a critical role in promoting their personal growth and professional development in advocacy. Since advocacy is one of the seven major areas of responsibility¹⁵ and at least fifty percent of graduating students have participated in internships,¹⁶ it is important that academic programs recognize their critical role in advocacy development among students and specifically identify advocacy teaching and learning strategies.

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Appendix A.

Western Oregon University Consent to Participate in a Study

You are invited to participate in a study that will help educators understand the perceptions and opinions of students at Western Oregon University who are participating in the *HE 419 Advocacy Internship*. Please read this form and ask any questions you may have before agreeing to be in the study.

Procedures:

You will answer surveys and complete reflection papers as a requirement of the *HE 419* course. These materials will be completed before, during, and after the training/participation in Washington D.C. If you agree to be in this study, these materials will be examined and analyzed, and will serve as the basis of a manuscript intended for publication in a professional journal.

Privacy:

You will be asked for your thoughts regarding the activities and educational/professional value of the impact of an advocacy training for health education students. You can be sure that all of your comments will be kept private. The professor, Dr. Henderson, and the research assistant, Tasha Burlison, are the only people who will read your answers. Any information that identifies you will be removed from any written notes or other research materials.

If you sign this form, you agree to the following:

- You choose to take part in the study.
- Anything you say will be kept private.
- All data gathered will be used only on a group basis.

I have read the above information and agree to take part in the study described above.

Signature of Study Participant

Date

If you have any questions about this study, please contact either of the Study Leaders:

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Appendix B.

WOU Student Survey: Advocacy

Your feedback is an important part of an evaluation of the program. All information is confidential.

How important are the following reasons to attend the NBCC Advocacy Conference? Circle the corresponding number:

	Reason to attend the NBCC Advocacy Conference	Not at all Important 1	A little important 2	Important 3	Very important 4
1	To earn credit for HE 419	1	2	3	4
2	To visit Washington D.C	1	2	3	4
3	To be with my friends who are going	1	2	3	4
4	To meet people	1	2	3	4
5	To have fun	1	2	3	4
6	Another person recommended that I go	1	2	3	4
7	To learn about breast cancer	1	2	3	4
8	To learn how to be an advocate	1	2	3	4
9	To learn how to be a leader	1	2	3	4
10	Opportunity to learn outside of the traditional classroom	1	2	3	4
11	Opportunity for student-faculty contact	1	2	3	4
12	To learn about the politics of breast cancer	1	2	3	4
13	To get training at the national level	1	2	3	4
14	To attend a professional conference	1	2	3	4
15	Because I'm curious about the conference after hearing about it	1	2	3	4
16	To meet breast cancer survivors	1	2	3	4
17	To honor a person I know/love who was diagnosed with breast cancer	1	2	3	4
18	To make a contribution to end breast cancer	1	2	3	4
19	To build up my resume	1	2	3	4
20	My parents will pay for the trip	1	2	3	4
21	To build solidarity with the breast cancer community	1	2	3	4
22	To act on my personal values and beliefs	1	2	3	4
23	To create a better society	1	2	3	4
24	To be a part of a larger movement for public health	1	2	3	4
25	To use my skills for others	1	2	3	4
26	To spend more time with like-minded people	1	2	3	4
27	To experience new activities in group settings	1	2	3	4
28	To have a good time doing things in a social setting	1	2	3	4
29	To feel better about myself	1	2	3	4
30	To use or learn skills that I do not get to use regularly	1	2	3	4
31	To have something worthwhile to do	1	2	3	4
32	To feel less lonely	1	2	3	4
33	To meet members of the U.S. congress	1	2	3	4
34	Other reason: _____	1	2	3	4

1. Your major (check one):

- Health ₍₁₎
 Education₍₃₎
 Interdisciplinary with health focus ₍₂₎
 Other: (specify): _____₍₄₎

2. Are you (check one)

- freshman₍₁₎
 sophomore₍₂₎
 junior₍₃₎
 senior₍₄₎
 graduate₍₅₎

3. Your gender: male₍₁₎ female₍₂₎

4. Your age: _____

5. Your overall GPA (grade point average): _____

6. Do you consider yourself primarily:

- Asian/Pacific Islander₍₁₎
 Hispanic₍₃₎
 Black/African American₍₂₎
 Native American ₍₄₎
 White/Caucasian ₍₅₎
 Other: _____₍₆₎

7. After I earn my degree, I anticipate that I will be working in a:

- k-12 school₍₁₎
 government (county, state, federal agency) ₍₅₎
 university or community college₍₂₎
 business or corporation₍₆₎
 nonprofit organization/agency₍₃₎
 field unrelated to health₍₇₎
 hospital or health care setting₍₄₎
 unemployed₍₈₎
 other: _____₍₉₎

8. What is your personal exposure to breast cancer?

- I have been diagnosed with breast cancer₍₁₎
 I have a friend and/or family member who was diagnosed with breast cancer₍₂₎
 None of the above₍₃₎
 Other: _____₍₄₎

9. Do you identify as:

- somewhat liberal₍₁₎
 somewhat conservative₍₅₎
 liberal₍₂₎
 conservative₍₆₎
 very liberal₍₃₎
 very conservative₍₇₎
 moderate₍₄₎

10. Any other comments welcome:

Thank you for your participation. Your feedback will help us provide an optimal experience for WOU students.

Appendix C

Nightly Reflection for Travel Day (Friday, May 1, 2009 or before)

Summary of Travel Day: My day was...and it consisted of... _____

The most interesting part of my day was... _____

The most interesting conversation I had today was . . . _____

Tomorrow is the first day of the conference. I expect to see...hear...learn...do...

My objective(s) for this internship is(are):

Signature

Date

Nightly Reflection for Saturday, May 2, 2009. (First day of Conference)

Summary of Day 1: Today was... I went...I saw...I learned...I did...I felt...

What impacted me most of all today was ... because ... _____

I expected ...and found instead ... _____

My favorite part of the day was: _____

My **least** favorite part of the day was: _____

The “quote of the day” for me was ... it was significant because..._____

I’m looking forward to tomorrow because ..._____

Signature

Date

Nightly Reflection for Sunday, May 3, 2009 (Second day of conference)

Summary of Day 2: Today was... I went...I saw...I learned...I did...I felt...

Today I learned ... Now, I have a better sense of ... _____

Today I had a great conversation with ..., about _____

The “quote of the day” for me was ... it was significant because...

I was touched by because _____

Signature

Date

A challenge I had today was... and the way I responded was ... _____

What I did well today was... _____

The “quote of the day” for me was it was significant because...

Signature

Date

Reflection for **LOBBY DAY**, May 5, 2009

Summary of **LOBBY DAY**: Today was... I went...I saw...I learned...I did...I felt...

Walking the halls of Congress made me feel ... particularly because_____

Being a lobbyist taught me that ... _____

“Health is political” was illustrated when: _____

The “quote of the day” on Lobby Day for me was It was significant because:

Signature

Date

REFLECTION OF OVERALL ADVOCACY INTERNSHIP:

Now that I'm back in Oregon, I realize the most noteworthy experience overall was ... because ...

I experienced personal growth by ...

Through this experience I have learned ... Because of this I will

My objective for this internship was... and it was fulfilled by

The most important new skill I developed as a result of participating in the advocacy training/Lobby Day was:

Describe the student group dynamic that developed by the end of the conference/Lobby Day. For example, was there a negative dynamic among students such as tension, lack of trust, etc., or was there a positive dynamic such as connectedness and trust, comfortableness, sharing and learning from each other, etc.?

Also describe the difference in the student dynamic at the beginning of the conference/Lobby Day and the end. _____

How well-prepared do you feel to be an advocate (in any health area) now as compared to before participating in the conference and Lobby Day?

The advice I would give to students going to the conference for the first time next year would be ...

Since returning from DC, I thought about advocacy and/or acted as an advocate by

Signature

Date

Appendix D.

Your feedback is an important part of an evaluation of the program. **All information is confidential.**
 On a scale of 1 to 4, how much do you agree with each statement below when thinking of the NBCC Advocacy Conference? **Circle the corresponding number:**

	On a scale of 1 to 4, how much do you agree with each statement below when thinking of the NBCC Advocacy Conference and Lobby Day?	Strongly Disagree 1	Disagree a little 2	Agree a little 3	Strongly Agree 4
1	The content of the workshops and sessions met and/or exceeded my expectations.	1	2	3	4
2	The NBCC Conference and Lobby Day helped demonstrate advocacy in action.	1	2	3	4
3	The NBCC Conference and Lobby Day was relevant to my professional growth.	1	2	3	4
4	The NBCC Conference and Lobby Day was relevant to my personal growth.	1	2	3	4
5	There was ample opportunity for interaction with breast cancer survivors.	1	2	3	4
6	I learned about the science of breast cancer.	1	2	3	4
7	I learned about the politics of breast cancer.	1	2	3	4
8	I learned how to be an advocate.	1	2	3	4
9	I learned how to be a leader.	1	2	3	4
10	I gained a new appreciation of the cancer burden.	1	2	3	4
11	I learned about methods to successfully educate politicians/legislative aides.	1	2	3	4
12	My overall goals/objectives for the overall experience were met.	1	2	3	4
13	I would recommend this conference to another college student.	1	2	3	4
14	I would recommend this conference to another family member, professional or cancer survivor.	1	2	3	4
15	I developed new skills because of the conference.	1	2	3	4
16	I gained a new (or re-newed) sense of professional enthusiasm for the health field.	1	2	3	4
17	I have made (or will make) changes in my career as a result of the conference.	1	2	3	4
18	I have advised one or more persons to join NBCC.	1	2	3	4
19	I believe that I can provide critical insight into health issues to legislators and policy makers.	1	2	3	4
20	The political system works only when we participate and advocate.	1	2	3	4
21	I believe that I can be a powerful advocate.	1	2	3	4
22	I feel a commitment to the NBCC organization.	1	2	3	4
23	I am likely to be politically involved in cancer issues in the future.	1	2	3	4
24	It is important to become a politically active professional who participates in organizations.	1	2	3	4
25	I intend to be a lifelong advocate.	1	2	3	4
26	I intend to go to the conference again.	1	2	3	4
27	I intend to remain a NBCC member for a number of	1	2	3	4

	years.				
28	I have shared information from the conference with others.	1	2	3	4
29	Participation in this conference enriched my college learning experience.	1	2	3	4
30	I feel my knowledge about breast cancer advocacy is high.	1	2	3	4