BACKGROUND
• Pediatric training program requirements for education in community health and advocacy are outlined as items of importance to ACGME and American Academy of Pediatrics.
• Educational opportunities and programs in this arena vary among institutions.
• AAP encourages increased engagement of pediatric experts as advocates on child fatality review teams through CDR Grants; Policy Statement outlines role of pediatric experts on teams
• Child Fatality Prevention System is the state’s public health model of child fatality prevention and advocacy.

METHODS
• Population
  • Pediatric Residency Advocacy Rotation and Child Protection Team Elective Learners
• Pre-session survey
• Pre-session educational material and briefing
  • AAP Statement, CFPS Report and Disparity Data
• Active Participation in Local County CFRT Meeting
  • MDT case review, data collection, prevention strategy discussion
  • Debrief and Post-session survey

RESULTS TO DATE
• Three trial sessions implemented in Fall 2021
• Four Pediatrics Residence and three Child Abuse Pediatrics Elective Learners participated in trial sessions with feedback.
• Curricular sessions and data collection resumed in 2022 with scheduled CFPS/CFRT meetings.
• Full project evaluation will be completed in 2023.

QUALITATIVE SESSION FEEDBACK
• Positive “… interactions with community and public health officials.”
• Thoughtful incorporation of data collection and discussion of “… impact of systemic and structural factors on child fatality disparities.”
• “Heavy” emotional impact of cases, “appreciate more resiliency discussion…” in debrief.
• Interest in more information to “… connect local work to state processes.”
• “… different way to think about advocacy.”

IMPLICATIONS
• Novel curricular and educational session.
• Session development info listed in reported to AAP and Section on Child Death Review as part of initiatives supported by grant.
• Knowledge gained from project will be generalizable and disseminated to inform broader curricular modifications for educational strategies to be adapted for development of learners’ advocacy skillset.

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