

Sinclair Community College, Division of Allied Health Technologies
ALH 210, Introduction to Community Health Advocacy
Winter 2007

COURSE TITLE: Introduction to Community Health Advocacy
Allied Health 210

COURSE LOCATION: WSU Kettering Center
Room 012 & as announced

MEETING TIMES: Tuesdays and Thursdays, 1-3pm

FACULTY:

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OFFICE HOURS: By appointment

COURSE DESCRIPTION:

Students will be introduced to community health concepts, resources, and skills related to the role and responsibilities of a Community Health Advocate locally and nationally. Special emphasis will be placed on factors to consider when working in community based settings; characteristics of health models and plans; impact of culture and socioeconomic status on individual's health, communication; barriers to health care services; and related community resources.

CREDIT ALLOCATION:

Four credit hours will be awarded the student who successfully completes the course requirements.

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Class #1 Introduction and Orientation

Course Objectives:

To launch the course

Class/Learning Objectives: Students will be able to

Articulate the purpose and history of the course

Describe course requirements and expectations

Identify course participants by name and background

Participants:

Ms. Conner, Ms. Simmons, Ms. Parent

Students

Materials/Resources Needed:

Nametags

Course materials, syllabus and handouts

Passage from *A River Runs Through It*

Equipment Needed:

Newsprint

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Class #2 Purpose and Benefits of Community Health Advocates I

Course Objectives:

Describe community health models and the roles, responsibilities and skills of a community health advocate, and their role in improved community health.

Class/Learning Objectives: Students will be able to

Understand the role of the para-professional healthcare extenders as distinct from the role of the professional in health care service delivery.

Articulate the value of the para-professional in healthcare service delivery.

Describe the purpose of linking community members to services in order to improve health.

Identify concepts, laws, and compliance regulations that impact clients when accessing services.

Understand the power of referent authority when assisting people to access healthcare.

Participants:

Instructor(s)

Students

Materials/Resources Needed:

Pre-assessment questions

Readings

Case Scenario

Equipment Needed:

Newsprint

Plan for the Class

I. Questions, comments from previous class—Introductions

II. Pre-assessment Questions for Discussion

Hand out the written pre-assessment questions. Allow students to complete, collect the questionnaires, then discuss their answers.

Who are the community health advocates (CHAs)?

What do CHAs do?

When is a CHA needed?

Where does a CHA work?

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Class #3 Role of Community Health Advocates (CHA) Past and Present

Course Objectives:

To describe the development of the para-professional role of Community Health Advocate in the healthcare service delivery industry of the United States.

Class/Learning Objectives: Student will be able to

Understand the role of the CHA in terms of the community's definition, "someone who look likes me and talks like me"

Describe the role of the CHA in other communities across the U.S.

Describe different CHA training programs used in communities across the U.S.

Identify and describe outreach field practices of the CHA.

Participants:

Instructor(s)

Students

Materials/Resources Needed:

Timeline

Readings

Equipment Needed:

TV/VCR

Plan for the Class

- I. Questions, Comments from previous class—Purpose and Benefits of Community Health Advocates I**

- II. History of CHAs in US**
 - A. Faculty will provide a mini lecture
Reviewing the role of the CHA in the U.S health care delivery industry, tracing the origins of the position to the World Health Organization, and then reviewing when CHAs first started working in the U.S., and the various kinds of roles and responsibilities of CHAs in the U.S.
Additionally, faculty will review the various kinds of training and education opportunities available specifically in Community Health Advocacy, as well as in related fields.
(10 – 15 minutes)

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Class #4 Basic Concepts of Health Promotion / Disease Prevention

Course Objectives:

Identify health promotion and disease prevention behavioral strategies as a part of primary health care.

Class Objectives: Students will be able to

Describe life style components of health

Describe how life style choices are frequently limited by environmental factors

Describe how life style choices are frequently limited by intrinsic factors

Review behavior change theories and identify factors affecting health and how they can help person manage health/disease

Understand how changes in the greater environment through systems change can influence health.

Participants:

Instructor(s)

All registered students

Materials/Resources Needed:

Nametags

Health behavior quiz, tips, fact sheets

Theory handout

Equipment Needed:

Newsprint

Masking tape

Markers

Powerpoint projector

Plan for the Class:

- I. **Questions, comments from previous class--Role of CHA's**
- II. **Health Promotion Disease Prevention:** specific behaviors related to health promotion and disease prevention
 - A. Faculty presents a mini-lecture using a Power-point and main points to be communicated include:

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Class # 5 Barriers To Access/Use Of Health Care

Course Objectives:

Demonstrate knowledge of barriers to primary health care

Class Objectives: The student will be able to:

Describe why a person may not have knowledge on how to access the system

Identify personal, system and provider level issues that affect access

Develop ways to identify what a person's barriers might be

Recognize health information accessible to people with low literacy

Participants:

Instructor(s)

All registered participants

Materials/Resources Needed:

Nametags

Case study

Equipment Needed:

Newsprint

Masking tape

Markers

Plan for the Class:

- I. Questions, comments from previous class—Health Promotion Disease Prevention**

- II. Identifying and Overcoming Barriers to accessing care.**
 - A. By way of example, faculty facilitates a discussion with students around how obesity can serve as a barrier to accessing health care. Faculty invites students to identify things that may make it difficult for an obese patient to access health care. As students identify appropriate responses, record main points on newsprint. Perhaps the faculty member will invite a student to serve as the scribe while she facilitates the discussion.
(15 minutes)

 - B. Faculty summarizes discussion, underscoring student input, and expands the conversation to review other personal, system and provider issues

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Class #6 Cultural Health Beliefs and Practices

Course Objectives:

Demonstrate knowledge of the relationship of culture and individuals' health practices, beliefs, and use of health and social services.

Class Objectives: Students will be able to:

Recognize different cultural and religious beliefs that may have an impact on health
Identify family and community remedies and distinct from and entwined with cultural and religious beliefs and practices

Describe the impact of different cultural and religious beliefs/practices on health
Describe ways to show respect for clients, refrain from stereotypical and prejudicial behavior in response to cultural and religious beliefs, while still providing information

Participants:

Kay Parent, Kim Conner

All registered participants

Panel of Guest speaker: Rose Dwight—Appalachian, Luz Vasquez—Hispanic, Frankie Herald—African American

Materials/Resources Needed:

Nametags

Readings

Video tape

Equipment Needed:

VCR

Plan for the Class:

- I. **Questions, comments from previous class—Barriers to Accessing Care**
- II. **Cultural Health Beliefs and Practices that Impact Health**
 - A. Faculty will facilitate a panel presentation with representatives from African American, Appalachian and Hispanic cultures who will each describe different health beliefs and practices which have evolved from culture or religious foundations.
 - B. Panelists will then be presented with a scenario describing a patient with a health issue moving through the health and human services system.

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Class #7 Community Resources I

Course Objective:

Identify specific community resources related to identified client needs and the process to obtain the services.

Class/Learning Objectives: Student will be able to

Define broad determinants of health

Distinguish between ongoing, established community resources vs. grant funded, seasonal or capped community resources

Describe a process for learning about community resources when first arriving in the community

Understand the benefits of community resources as they interact with health care

Participants:

Conner and Simmons

Students

Materials/Resources Needed:

Newsprint

Markers

Equipment Needed:

Easel

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Class #8 Community Resources II

Course Objectives:

Identify specific community resources related to identified client needs and the process to obtain the services.

Class Objectives: Student will be able to

Demonstrate a general understanding of community resources

Identify appropriate resource material for specifically identified needs

Recognize community partnerships and collaborations as sources of community resources

Discuss the concept of partnership and collaboration in terms of the Community Health

Advocate and community resources

Participants:

Instructors

Students

Materials/Resources Needed:

Case study

Resource table

Phonebooks

Equipment Needed:

Laptop with internet access

Masking tape

Markers

Large Post it Note Pads

Plan for the Class:

I Questions, comments from previous class—Community Resources I

II. Identifying Community Resources for Client Identified Need

- A. Faculty provides a min-lecture reviewing the kinds of information it is important to have before referring a client to community resources. Include in this discussion types of services provide by a community resource, hours of operations, any restrictions on services, eligibility requirements, if there is a waiting list, etc.

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Class # 9 Communication

Course Objective:

Discuss basic effective communication techniques and barriers to effective communication.

Class Objectives: Student will be able to:

Identify three different ways that cultural differences interfere with clear communication. Recognize the impact on clear communication of personal beliefs and assumptions by the Community Health Advocate about clients.

Recognize the impact on clear communication of personal beliefs and assumptions by the client about the Community Health Advocate.

Identify specific examples of non verbal communication which may be important during interaction with clients.

Describe the impact of unclear communication on the ability of the Community Health Advocate to help a client.

Participants:

Instructor(s)

Students

Materials/Resources Needed:

Nametags

Mock interviews – prepared role plays

Equipment Needed:

Masking tape

Markers

Large Post it Note Pads

Plan for the Class:

I. Questions, Comments from Previous Class—Community Resources Part 2

II Personal Beliefs/Assumptions (prejudices and stereotypes) and their impact on ability to help clients

A. Faculty introduces a brief skit related to interviewing skills and invites students to volunteer to participate. Faculty explains:

1. This is a face-to-face interview, 2 characters, one is client and the other is a CHA.
2. The client is an Appalachian male, 80 years of age, referred by the Senior Resource Center.
3. The CHA is a young African American female, 28 years old.

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Class # 10 Communicating to Groups

Course Objective:

Discuss basic effective communication techniques and barriers to effective communication

Class Objectives: Student will be able to:

articulate the three steps in giving presentations
choose a topic on which they will present to the class

Participants:

Instructor(s)
Students

Materials/Resources Needed:

Handout – Guide to Giving Presentations
Handout – 10 Do's and Don'ts for Giving Presentations

Equipment Needed:

Flipcharts/blackboard
Markers/chalk

Plan for the Class:

I. Questions, comments from previous class --Communication

II Speaking to groups

- A. Faculty leads class discussion on situations in which Community Health Advocates may be called upon to speak to groups – health fairs, presentations to community groups, etc. Faculty asks students to talk about times they have had to give presentations to groups and their experiences, positive and negative. Faculty may wish to share their own stories as well. Ask the students to make a list of positive and negative things that can happen when giving a presentation. Write the lists on newsprint or the blackboard.
- B. Faculty informs class that they will be expected to do a 5-10 minute presentation on a topic of their choice toward the end of the course.
- C. While it is normal to be nervous at standing up and talking in front of a group, it is possible to prepare to decrease your nervousness, and it gets easier with practice! Faculty leads class through a step-by-step guide to preparing for and giving a presentation (see handout).

Break (10 minutes)

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CLASS #11 ROLE BASED FUNCTIONING AND PRACTICE LIMITATIONS

Course Objectives:

Describe community health models and the roles, responsibilities, and skills of a community health advocate and their role in improved community health.
Discuss basic effective communication techniques and barriers to effective communication.

Class Objectives: Student will be able to

List similarities and differences in role of community health advocate compared with nursing, social work, legal aide, case manager, etc.

Identify examples of practice limitations for professionals in the health care industry.

Articulate practice limitations of community health advocates.

Describe “appropriate” versus “inappropriate” role behavior for community health advocates in working with clients, other para-professionals and professionals.

List ways to provide a “helper” function without hurting the client’s ability to manage his/her own life.

Participants:

Ms. Kim Conner and Ms. Parent

Students

Materials/Resources Needed:

Group exercise worksheet – appropriate and inappropriate responses

Equipment Needed:

Blackboard/Newsprint

Masking tape

Chalk/Markers

Plan for the Class:

- I. Questions, comments from previous class—Communication with groups**
- II. Similarities and differences of roles and functions among para-professionals like CHAs and health care professionals like nurses, case managers, social workers, legal advocates, etc.**
 - A.** Faculty facilitates class discussion about what roles and functions the CHA may assume and how they are similar to other professionals’ roles.
 1. Begin by asking class to list CHA roles or functions when working with clients (faculty writes list on blackboard/newsprint).
 2. Ask class to look at list and identify other professionals who may

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CLASS #12 REFERRALS AND LINKS TO SERVICES

Course Objective:

Identify specific community resources related to identified client needs and the process to obtain the services.

Class/Learning Objectives: Students will be able to

Summarize the overall process of receiving and making a referral

Describe the process for identifying needs, and linking client to appropriate services

Identify the role of follow-up when making a referral and working with clients

Participants:

Instructors

Students

Materials/Resources Needed:

None

Equipment Needed:

Newsprint and Easel

Plan for the Class

- I. Questions, comments from previous class—Role Based Functioning and Practice Limitations**

- II Receiving Referrals and Setting Priorities**
 - A. Faculty begins with a mini-lecture reviewing the role of the Community Health Advocates as working to identify appropriate resources to link clients to services.
 - B. Faculty invites students to consider the various ways clients are typically referred to Community Health Advocates, and underscores correct answers including:
 - people call in on their own;
 - people stop in;
 - health fairs;
 - people pick up a flier at another community resource;
 - another community resource sends the referral (Portal Questionnaire, FAX, snail mail);
 - hospitals send a Medicaid application.
 - C. Faculty reviews the concept of the “presenting concern”, the need identified by the referring agency when a client is sent to the Community Health

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CLASS #13 HEALTH CARE FINANCING

Course Objectives:

Describe in general terms health payment plans and public sector services.
Demonstrate knowledge of barriers to primary health care.

Class Objectives: Student will be able to

Identify the purpose of and the target populations for the public health insurance programs such as Medicaid, Medicare, Medicare Part D, and Healthy Start/Healthy Families.

Describe the difference between managed care, preferred provider option, and fee for service.

List potential medical resources available to the uninsured or underinsured.

Participants:

Instructors

Students

Guest speaker – Job & Family Services, or Medicaid Managed Care representative

Materials/Resources Needed:

Handouts

- the original Medicare Plan
- ABD Medicaid fact sheet
- Medicaid fact sheet
- Healthy Start/Healthy Families fact sheet

Class exercise work sheet.

Newsprint/blackboard

Markers/chalk

Equipment Needed:

None

Plan for the Class:

- I. Questions, Comments from previous class--Referrals and Links to Services Part 1**
- II. Medicare, including Part D, and Medicaid including ABD, Healthy Start/Healthy Families, and Care Assurance, and Benefit Delivery Systems including Managed Care, Preferred Provider and Fee for Service**

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CLASS #14 LEGAL ADVOCACY

Course Objectives

Demonstrate knowledge of state and national laws when working with community members.

Class Objectives: Student will be able to

1. Begin to understand some of the consequences related to custody issues when supporting families.
2. Identify examples of harassment and discrimination.
3. Articulate steps to referring clients to domestic violence services, legal services, and additional supportive services.
4. Identify indicators of family violence in clients.
5. Understand their responsibility in reporting child abuse.

Participants:

Instructors

Students

Guest speaker – Legal Aid

Materials/Resources Needed:

None

Equipment Needed:

1. Markers
2. Large Post it Note Pads

Plan for the Class:

I. Questions, comments from previous class – Health Care Financing

II. Advocacy, custody issues for kinship families, HB 130

1. Faculty provides mini lecture defining advocacy, discussing custody issues for grandparents and other relatives raising children, and provisions of House Bill 130, the Grandparent Caregiver Authorization/Power of Attorney act.

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CLASS #15 DOCUMENTATION AND HEALTH INFORMATION EXCHANGE (HIETM)

Course Objectives

Identify the roles and types of documentation and evaluation used by community health outreach programs.

Class Objectives: Student will be able to

1. Describe the benefits of documentation in healthcare service delivery.
2. Identify the purpose of accurate documentation.
3. Distinguish the differences between structured and unstructured (storytelling) documentation.
4. Understand the necessity of positive change of completing documentation forms in an electronic record keeping system.
5. Understand Health Insurance Portability & Accountability Act (HIPAA) compliance and accountability protocols.

Participants:

Instructors

Students

Guest speaker

Materials/Resources Needed:

Handouts – i.e., .documentation forms

Readings

Case Scenario

Equipment Needed:

Laptop and projection screen

Plan for the Class:

I. Questions, comments from previous class – Legal Advocacy

II. Documentation

1. Faculty provides mini lecture- In all the field work and experience of community health advocates, proof of good work performed is only as good as it is documented. “If you didn’t document it, the work wasn’t done”. Much of the community health advocate work performed is grant funded through federal, state, or local private foundations. The purpose of documentation for community health advocates is to demonstrate how work is performed or assessed. A benefit of

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CLASS #16 BROAD DETERMINANTS OF HEALTH AND PUBLIC HEALTH

Course Objectives:

Demonstrate general awareness of health care needs for individuals across the life span and related health care and social services

Class Objectives: Students will be able to:

Understand how health is related to food, shelter, education, jobs

Understand integrated nature of life choices and effect on health

- a. mental health
- b. nutrition
- c. exercise and physical activity
- d. dental health
- e. vision care

Describe how health issues are exacerbated by life issues

Discuss the culture of poverty

Understand essential public health services

Demonstrate an understanding of public health services and issues

Participants:

Instructors

Students

Guest speaker

Materials/Resources Needed:

Variety of headlines and news stories related to health both individual and population-based.

Equipment Needed:

1. Newsprint
2. Masking tape
3. Markers
4. Internet access and computer set up

Students are to have accessed the website below and participated in “new employee orientation” as a homework assignment.

<http://www.nynj-phtc.org/orientation/default.cfm>

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CLASS #17 HEALTH DISPARITIES

Course Objectives:

Demonstrate an understanding of disparities in health care as defined by Healthy People 2010.

Class Objectives: Students will be able to

1. Explain the concept of health disparities among and between different populations of people
2. Articulate specific examples of health disparities: cardiovascular, infant mortality, diabetes
3. Describe the multiple contributing factors to health disparities among and between different populations.
 - a. Understand the importance of seeking care early and often
 - b. Describe patient, environmental, clinical encounters, systems level factors.

Participants:

Instructors
Students

Materials/Resources Needed:

Flip Charts with Headings listed: Disparity, Individual Lifestyle, Environment, Clinic, System; Markers
Powerpoint
CD “Measuring Health Disparities”
Handouts
Healthy People 2010 document

Equipment Needed:

Projector, laptop,

Plan for the Class:

- I. **Questions, comments from class on last session Broad Determinants of Health and Public Health**

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CLASS #18 CULTURAL COMPETENCY

Course Objectives:

Demonstrate knowledge of the role cultural beliefs have on a client's health practices and use of health and social services.

Class Objectives: Students will be able to:

Understand different cultural and religious health beliefs

Recognize the impact of different cultural and religious health beliefs.

Develop a sense of respect for the client

Participants:

Instructors

Students

Materials/Resources Needed:

Cultural Competency Quiz

Videotape “

Case study

Large Post It Notes

Markers

Equipment Needed:

TV/VCR

Plan for the Class

I. Questions, comments from class on last session Health Disparities

II. Understanding Cultural Competency

A. Facilitated Discussion

1. Faculty leads discussion about “Bamboo Dragon” assignment. Ask: what did you learn from this assignment? What are some of the negative things that can happen when a worker is not culturally competent? What are some communication skills that can help people understand each other better?
2. Faculty asks students: are you familiar with any health beliefs associated with a particular religion or culture? (examples might include Jehovah's Witnesses refusing transfusions, Seventh Day Adventists avoiding meat, caffeine, alcohol, and tobacco, birth control beliefs, etc.) Explore how students feel about these beliefs. **(50 minutes)**

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CLASS #19 SAFETY ISSUES FOR COMMUNITY HEALTH WORKERS

Course Objectives:

Implement appropriate personal safety practices during community outreach activities.
Discuss basic effective communication techniques and barriers to effective communication.

Class Objectives: Student will be able to:

1. List ways in which personal safety when doing outreach can be maximized.
2. Identify signs that indicate personal conflict is imminent and describe methods to de-escalate and avoid conflict.

Participants:

Instructors
Students

Materials/Resources Needed:

Handout: “Safety Guidelines for Street Outreach”

Handout: “Wasatch Homeless Health Care Program Safety Manual”

Equipment Needed:

1. Flip chart
2. Masking tape
3. Markers

Plan for the Class:

- I. Questions, comments from class on last session -Cultural competency**
- II. Personal safety for outreach workers, threats to safety and how they can be minimized**
 - A. Faculty introduces group activity. The purpose of this activity is to have students anticipate and identify health and safety risks they are likely to encounter in outreach. Procedure:
 1. Break into small groups of 3-5.
 2. Ask each group to brainstorm the various kinds of health and safety risks outreach workers encounter. Encourage them to think broadly. For example, remind them to define health not only in physical terms, but in relation to one’s psychological, emotional and spiritual health as well. Urge participants to freely brainstorm ideas that come to mind without

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Referrals and Links to Services Class Assignment
Due: Date

You are asked to visit one community agency. Agency assignments will be made on Date. You will have two weeks to complete this assignment.

Instructions: Each student will visit The Job Center and one additional Community agency which could include: Sunrise Center, Catholic Social Services, ReachOut of Montgomery County, Community Action Partnership, and others.

1. The Job Center: List all of the organizations and services located in the Job Center. Choose one service and speak with someone in that organization. Be sure to pick up any printed information and have the agency contact sign your form.
2. Community Agency: Call and make an appointment to speak with someone from your assigned agency about their services.
3. Pick up 5 flyers of available information to distribute to class members.
4. Complete the questionnaire.
5. Have the person you interviewed sign your form.
6. Come to class prepared to share your experience on June 1st.

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CLASS #21 PRESENTATIONS

Course Objectives:

Demonstrate effective ways in developing and presenting basic information.

Class Objectives: Students will be able to

Organize and deliver a basic presentation.

Understand the importance of getting to know your audience.

Demonstrate proper ways to set up for a health fair

Participants:

Instructors

Students

Materials/Resources Needed:

Equipment Needed:

Plan for the Class:

I. Presentations and Health Fairs

1. Mini presentations – Each student will be given 10 minutes to provide an oral presentation. (Topics provided in previous class)

(40 – 60 minutes)

2. Facilitated Discussion

(20 minutes)

3. Demonstration – Set up for health fairs, including interactive activities.

(30 minutes)

4. Wrap Up

(20 minutes)