

Sinclair Community College, Division of Allied Health Technologies

ALH-210 Introduction to Community Health Advocacy

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

Plan for the Class

I. Introduction to the Community Health Advocacy Course

- A. Faculty will present a brief history of the course as well as a review of current employment opportunities for Community Health Advocates, and a review of the current project to expand opportunities for taking the course to include three other community colleges across the state.
- B. Faculty will distribute the course syllabus and review with special emphasis on course schedule and requirements and describing the various kinds of teaching techniques and guest speakers and assignments outside the class.
- C. Faculty invites students to ask questions.
(45 minutes)

Break (15 minutes)

II. Introduction to Students and Faculty

- A. Faculty will introduce themselves in the context of the Center for Healthy Communities, their experience with Community Health Advocacy and their own educational and professional backgrounds and experience.
- B. Faculty will facilitate students introducing themselves
 1. In the large group invite each student to talk about their motivation for becoming a part of this class.
 2. In pairs, invite each student to talk about ways in which they have been recognized by family/friends for being helpful
 3. Still in pairs invite students to talk about experiences in their lives where they have been successful at teaching someone else something important
 4. In the large group, invite students to share something they learned about themselves.
 5. While still in the large group, ask each student to do some written reflection as follows:

Recall a time when someone offered you help. Describe what it was you needed, what the person offered, whether or not you were comfortable receiving the help from this person and why, whether what they offered was what you needed, or wanted, whether you thought the person was knowledgeable, knew what they were doing, whether or not what they offered was helpful or not, etc.

6. Read aloud the passage from *A River Runs Through It* about helping, and ask the students to reflect on the process of helping, touching on all the points from their reflections and the reading.

(50 minutes)

III. Conclusion

- A. Invite students to ask questions or for points of clarification.

- B. Preview of next class-Roles and Purpose of Community Health Advocates

(10 minutes)