

**Sinclair Community College, Division of Allied Health Technologies**

**ALH 210 – Introduction to Community Health Advocacy**

**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 perform the same roles.

(Underscore student responses related to CHA functions such as: give advice about where to obtain services, help people find a doctor or source of health care, listen to people's problems, tell people about resources for food, housing, clothing, shelter, etc., find out what resources are available in the community, provide health promotion and disease prevention information, etc.)

3. Faculty asks class to name other functions that other professionals (nurse, social worker, physician, case manager, legal advocate) might perform that would not be appropriate for CHAs to do, and writing them on the blackboard/newsprint.

(look for examples such as: give medical advice, perform medical procedures, give legal advice, tell people whether they qualify for public assistance programs, provide mental health counseling, etc.)

- B. Faculty distributes "Appropriate and Inappropriate Responses" and asks students to discuss which are appropriate for a CHA and which are not, and to suggest better responses in place of the inappropriate ones.

**(45 minutes)**

### **Break & Stretching Activity (15 minutes)**

#### **III. Boundaries Issues When Working with Clients**

- A. Faculty introduces topic by asking "How do you think interacting with a client might be different than interacting with your friends or family?"
- B. Faculty distributes handout "Helping vs. Social Communication."
- C. Faculty gives mini-lecture on the importance of balancing a desire to help with the need to maintain some emotional distance to be effective.
- D. Faculty then facilitates class discussion of how to deal with emotional involvement and personal feelings when confronted with great needs. Suggested questions might be: "Have you ever been in a situation where you felt overwhelmed by another person's misfortunes? How did you react? What happened, and do you think there might have been other ways to react? How would or should your reaction be different if the person had been a client vs. a close friend?" Ask the class to suggest ways of responding to clients that maintain a helping relationship without enabling the client to remain dependent.

**(45 minutes)**

#### **IV. Conclusion**

- A. Faculty briefly summarizes what has been talked about in class, referring back to the lists made in the earlier part of the class to summarize role limitations and then summarizing points made during the discussion of boundaries.
- B. Faculty asks for questions or further comments.
- C. Preview next class--Referrals and Links and Services Part 1

**(15 minutes)**

