

Sinclair Community College, Division of Allied Health Technologies

ALH-210 Introduction to Community health Advocacy

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?

(15 minutes)

III. CHA Job Descriptions, Roles and Responsibilities

A. Faculty will present basic content through a mini lecture, underscoring ideas generated by students in the discussion above.

What is the purpose of the CHA, their job description, and qualities that enhance their position?

Community Health Advocates have many titles including Community Health Advisor, Lay Health Advocate, Promotor(a), Outreach Educator, Community Health Representative, Peer Health Promoter and Community Health Outreach Worker. Community Health Advocates or workers are broadly defined as community members who work almost exclusively in community settings and who serve as connectors between health care consumers and providers to promote health among groups that have traditionally lacked access to adequate care.

(10 – 15 minutes)

B. Faculty will present a Case Scenario as a tool to assist students in understanding the purpose and benefits of Community Health Advocates.

Hispanic family, single dad, three children. Family has an apartment by Miami Valley Hospital, however there is no heat in the apartment and there doesn't appear to be any food in the home. The family's income varies, and dad works as janitor, for low pay, and no benefits. Dad is hypertensive and the children have dental needs. Dad knows limited English, children speak good English.

(5 minutes)

C. Faculty facilitates discussion around the following questions:

What are the identified need(s) in the Case Scenario?

What kinds of services does the family need?

What kind of barriers to accessing services do you think this family will encounter?

How comfortable do you think dad is speaking to someone about his situation?

How could dad benefit by speaking to someone about his situation?

How could a Community Health Advocate assist this family?

(30 minutes)

(Break 10 – 15 minutes)

IV. Differences between Professionals and Para-professionals in Health Care Service Delivery

A. Small Group Exercise and Discussion

Divide the class into 2 groups. Invite each group to identify opportunities for professionals to assist the family from the Case Scenario. Have each group present a summary of their discussion to the rest of the class.

- B. Faculty then engages students in a discussion about the differences between the work of the para-professional and the work of the professional, highlighting differences in training and educational preparation, as well as areas of expertise and knowledge.
- C. During the discussion, faculty introduces the concepts of practice limitations and laws, and compliance regulation issues under which CHAs must practice in order to insure they are doing no harm to clients. Faculty also introduces the concept of referent authority as opposed to title or expert authority and the effectiveness of referent authority when working with clients to link them to services.
- D. Faculty distribute materials about Community Health Advocates including: pamphlets, flyers, description of the Kinship Navigators and the KCC program, as well as the Medicaid Outreach Consortium, and HealthLink Miami Valley.

(40 minutes)

IV Conclusion

Faculty engages the students in discussion related to:

Have you, or do know of anyone who has ever worked with a CHA? How did it benefit you or someone else?

How well do you understand your potential role as a CHA?

Any other questions?

Preview of next class—Community Health Advocates Past and Present

(15 – 20 minutes)