

Sinclair Community College Division of Allied Health Technologies

ALH-210 Introduction to Community Health Advocacy

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)

- B. Faculty will facilitate a group exercise using a timeline
Students will be given pieces of paper (sticky notes) on which specific information is printed related to disease outbreaks and onsets in relatively recent U.S. history, for example, HIV/AIDS, smoking, West Nile virus. A timeline beginning in 1950 and ending in 2005 will be placed on the wall, and students will be invited to affix their pieces of paper along the timeline on a date they think corresponds to the information on each piece of paper.
Each student will then be invited to identify the general timeframe of their paper placement along the timeline, and speculate about the likely role of the CHA in response to the issue. Faculty will also prompt the students to consider the roles of professionals in the context of the issue.
- C. Faculty will engage students in a discussion in response to the following questions:
What issues do you think people had accessing healthcare in the 1950's?
What were some of the barriers you think people had accessing healthcare?
In what ways was it easier to access health care in the 1950s and in what ways was it more difficult?
How do you think a community health advocate could have helped people back then?
How have things changed or stayed the same up through today?

Note: be sure that class understands that 1950s were before Medicaid and Medicare

(45 minutes)

Break (10 – 15 minutes)

III. **Community Health Advocates Live and Work in the Communities They Serve**

- A. Faculty will facilitate discussion and roles plays related to the community's definition of Community Health Advocates as people "who look like me and talk like me"

One or two students will be invited to participate in role plays playing the role of a community member who needs assistance accessing health and human resources. Encourage the students to come up with some real questions they have about services in the community.

Center for Healthy Communities Community Health Advocates will then be available to interview the students, modeling the importance of the concept of a CHA who "looks like me and talks like me". The rest of the students will observe at least two role plays.

B. Following this the faculty will facilitate a class discussion in response to the question:

Why is it important to have a person who looks like me and talks like me in the community? How could this benefit a person seeking healthcare?

(30 minutes)

IV CHA Training/Education/Preparation Programs

A. Faculty distributes materials from communities across the U. S. related to CHA training programs and field practices in outreach.

B. Faculty shows video tape related to various field practices in outreach, and facilitates a kind of question and answer discussion underscoring the main points of the class and concluding the class.

(20 minutes)

V Conclusion

A. Preview of next class—Basic Concepts of Health Promotion/Disease Prevention.

Homework: Give students a list of risk factors. Ask them to choose a risk factor and develop a plan to help someone reduce the risk.