

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

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

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

## **Plan for the Class**

### **I Questions, comments from Previous Class—Cultural Health Beliefs and Practices**

### **II Community Resources and Broad Determinants of Health**

- A. Faculty presents a mini lecture reviewing the broad determinants of health including food/nutrition, housing, education, physical activity, lifestyle choices, basic health care services, mental health services, dental and vision care, urgent care, emergency care, crisis intervention, access to care, health insurance, etc., and invites students to think of all the things that have an impact on health .
- B. Faculty engages students in a brainstorming session listing as many community resources as they can, and identifying which aspect of the broad determinants of health each resource responds to. Faculty member tracks these on newsprint.
- C. Faculty engages students in a discussion about where/how they learned about the resources on the newsprint—be specific and record information on the newsprint with a different colored marker. For example, if the brainstorming ideas from B above are written in black, and the broad determinant of health to which each responds is written in blue, then use red to record where/how the student learned about the resources.
- D. At the end of this exercise, faculty summarizes the discussion and totals the where/how information from the newsprint. Likely categories might include:
  - heard it from a friend
  - saw an ad on TV
  - heard it on the radio
  - read it in the paper
  - from a brochure/flier
  - learned about it at church
  - looked it up in the phone bookAt the end of the summary, faculty asks the students what they might advise a person new to any community about how to learn about community resources.  
**(50 minutes)**

### **Break (10 minutes)**

### **III How Well Do You Know Your Community? Community Resources Here Today, Gone Tomorrow**

- A. Faculty engages students in a discussion about experiences they have had or have heard people speak about when community resources they thought were available were not. During the discussion underscore student responses including:
  - Resources were available based on strict eligibility criteria

There were limited resources available each month so by the end of the month the resources were gone

There were limits put on how many times a month/year a person could access the resources

The hours changes

The program ended

- B. As students are identifying these kinds of limitations take time to explain how and why these limitations exist, underscoring the importance of Community Health Advocates staying well informed and up to date about available resources and any restrictions that might exist.

**(30 minutes)**

#### **IV Integrating Community Resources with Good Health**

- A. Faculty divides students into pairs and invites them to discuss the kinds of community resources they think it would have been helpful for their doctor to have told them about.

- B. Faculty facilitates a large group discussion asking the students:

What typically prevents you from taking advantage of community resources?

Can you think of any way that might have worked that someone could have tried to get you to use community resources?

**(20 minutes)**

#### **V Conclusion**

- A. Faculty summarizes key concepts of the class  
B. Ask students if they have any questions/comments  
C. Preview the next class-Community Resources II

**(10 minutes)**