

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

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

Class #8 Community Resources II

**Course Objectives:**

Identify specific community resources related to identified client needs and the process to obtain the services.

**Class Objectives: Student will be able to**

Demonstrate a general understanding of community resources

Identify appropriate resource material for specifically identified needs

Recognize community partnerships and collaborations as sources of community resources

Discuss the concept of partnership and collaboration in terms of the Community Health

Advocate and community resources

**Participants:**

Instructors

Students

**Materials/Resources Needed:**

Case study

Resource table

Phonebooks

**Equipment Needed:**

Laptop with internet access

Masking tape

Markers

Large Post it Note Pads

**Plan for the Class:**

**I Questions, comments from previous class—Community Resources I**

**II. Identifying Community Resources for Client Identified Need**

- A. Faculty provides a min-lecture reviewing the kinds of information it is important to have before referring a client to community resources. Include in this discussion types of services provide by a community resource, hours of operations, any restrictions on services, eligibility requirements, if there is a waiting list, etc.

**(10 minutes)**

- B. Invite students to go through materials from the resource table and find examples of community resources that have clear limitations compared with examples of community resources which do not.

**(10 minutes)**

- C. Divide the class into small groups of 2-3 and distribute to each group a case scenario. Instruct the small groups to review materials on the resource table, use the internet, phonebook, etc., and make recommendations about appropriate resources for the client in the case scenario.

**(30 minutes)**

- D. In a large group discussion faculty asks students to identify community resources that they had not heard about prior to today's class.

**(10 minutes)**

**Break (10 minutes)**

### **III Staying Up to Date with Information About Community Resources**

- A. Faculty presents a mini lecture about the importance of Community Health Advocates establishing good relationships/partnerships with community resources in order to best serve clients. Include in the discussion references to having a contact person at each organization, frequently checking for updated information, thanking contact people for help and providing feedback from the clients, both positive and negative feedback, etc.
- B. Faculty engages student in a large group discussion about strategies for staying up to date about community resources, with an emphasis on processes and procedures one might put into place. For-example, Community Health Advocates might have a contacts list, they might visit community resources sites on a quarterly basis, etc.

### **IV Conclusion**

- A. Summarize main points and check for questions from students
- B. Preview next class—Communication Issues. Assignment: ask students to complete a communication assessment tool such as “What’s My Communication Style?” and bring to next class.

**(10 minutes)**