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# COMMUNITY HEALTH

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## B. STRAND RATIONALE AND PHILOSOPHY

Although the family continues to be the primary source of support and nurture for individuals, much is changing. Shifts in the economy, social behaviours and expectations, and changes in technology and communication present new challenges to individuals, families and communities.

Life in the 21st century, with emerging medical technologies and new directions in health, will require skills and knowledge that enhance the ability of individuals and families to be effective and productive at home and in the outside world. To meet these challenges, Community Health, a strand in Career and Technology Studies, prepares students for the competencies required to attain and maintain good health and strong families and communities.

The World Health Organization defines health as “a state of physical, mental and social well-being and not merely the absence of disease or infirmity.”★ Good health is more than personal wellness and self-discipline. It also involves getting along with others, a personal sense of control, the ability to cope with stress, minimizing health risks, and maintaining meaningful work, a clean, safe environment and maintaining positive relationships with family and friends.

Within the philosophy of Career and Technology Studies, *students* in Community Health will:

- develop and use knowledge, skills and attitudes enabling them to assume a responsible and holistic approach to healthy living
- enhance personal, family and community well-being throughout their lifespan, by promoting healthy lifestyles
- develop abilities, confidence and flexibility as they become aware of and prepared for the challenging and rewarding array of career choices in the health care area
- review and assess existing social, physical, economic and cultural conditions affecting the wellness of individuals, families and communities in the world today
- practise and achieve competencies related to the healthy development and care of individuals throughout the lifespan
- become knowledgeable and responsible health consumers
- demonstrate critical thinking skills, responsible decision-making, and management skills in dealing with personal and community health care challenges

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★ *Principles of the World Health Organization*, The World Health Organization, 1947.

- demonstrate flexible, cooperative work behaviour and effective communication and leadership skills
- transfer and apply competencies developed in other courses, hobbies, interests, volunteer activities or work
- demonstrate efficient use of technologies and understand how such technologies influence individual and family life, and community health
- become continuous learners throughout their life.

# STRAND ORGANIZATION

## DEVELOPMENT MODEL

The Community Health model below identifies the major components of the program which are included in each module:

- knowledge, skills and attitudes
- themes
- integrating concepts
- learning contexts.

### Knowledge, Skills and Attitudes

Each module includes learner expectations to develop personal growth and prepare for the future. Each module contains learning experiences identifying the basic and career-specific competencies students are expected to develop.

## Themes

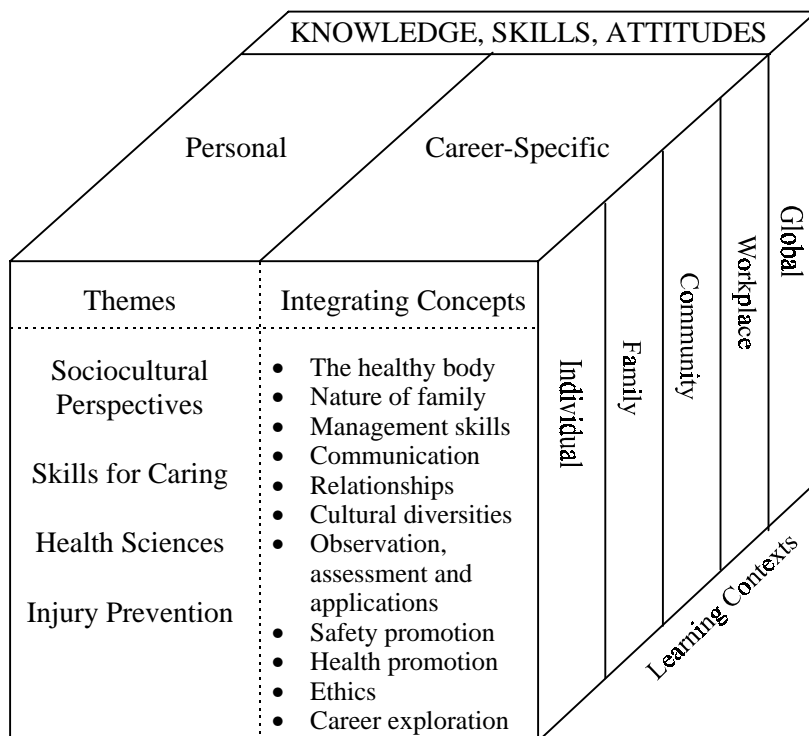
Themes provide the structure for Community Health. Modules within themes may be linked together into meaningful courses to help teachers and students choose appropriate activities based on interest, needs and resources.

### Integrating Concepts

The integrating concepts are incorporated into each module to ensure the learning activities are relevant and meaningful.

### Learning Contexts

The learning contexts, represented on the right face of the model, foster the development of competencies to enhance the individual, family, community, workplace and global environment.



## **LEVELS**

As with all other CTS strands, Community Health is organized into three levels of learning: introductory, intermediate and advanced.

Introductory level modules help students build a foundation of knowledge, skills and attitudes to promote healthy lifestyles. Learning experiences begin at a concrete level and help students accept personal responsibility for family and health.

Intermediate level modules emphasize career awareness and job exploration and provide opportunities for students to develop their knowledge, skills and attitudes within the family and health areas.

Advanced level modules allow career preparation and provide opportunities for students to develop more specialized knowledge, skills and attitudes relevant to further education or the workplace in health/family careers.

The levels framework challenges students, encourages continuous learning and provides new and exciting opportunities at each level.