

## Course Parameters for Community Health

### Facilities

The majority of the Community Health strand can be successfully taught in a classroom/community setting without special facilities. Refer to Attachment 4: CTS without Labs in this appendix. When planning or selecting a facility for Community Health, ensure access to:

- adequate space for instruction
- existing in-school facilities used for science or Home Economics—water and sinks
- relevant business, industry and government facilities available in the community and province
- a resource centre that includes computer hardware and software, as well as storage for print and audio-visual material.

Also desirable, though not essential, are classroom facilities that include:

- stoves, washer and dryer
- display and storage areas
- whiteboards/bulletin boards
- telephone service.

Courses that require access to facilities in addition to those present in a typical classroom setting are identified in the Course Parameters. For more information, see the corresponding course in Sections D, E and F of the *Guide to Standards and Implementation*.

### Equipment

A recommended equipment list is provided in the course parameters chart. Though not exhaustive, the list identifies equipment recommended as necessary to meet the outcomes of the courses. Teachers may find it desirable to develop a list of small equipment and materials that addresses the needs of specific learning activities planned within each course.

Equipment needs may be addressed through purchasing, borrowing, renting and constructing. When choosing among options for obtaining equipment, give consideration to:

- adequacy of budgets for purchase of equipment
- in-school maintenance and storage capabilities
- the logistics and cost of renting
- potential for loan of equipment from other organizations
- joint purchases with other organizations or in-school departments
- opportunities for locally constructing some equipment.

### Safety Considerations

Facilities used to support the Community Health program must ensure a safe learning/working environment. Students must be aware of federal, provincial and local regulations governing the tasks they perform, and adhere to appropriate personal health/safety procedures in courses that involve:

- the handling and storage of hazardous materials
- the proper cleaning and maintenance of equipment and supplies
- practical skills involving client care
- off-campus learning.

Students must understand the importance of maintaining and promoting health and safety for themselves and others in all aspects of daily living.

### Instructional Qualifications

Teachers involved in the planning and delivery of an effective Community Health program are assumed to have Alberta certification with instructional expertise and interests in the areas of family studies or health care. First aid and health care training/experience and a background in science are assets in delivering some of the courses especially at the intermediate and advanced levels. Teachers may find it desirable to form partnerships with the first aid and other relevant community agencies.

To ensure compliance with industry and/or safety standards, some courses require that instruction be provided by a person(s) having additional credentials recognized by business, industry, government or community organizations. Courses requiring additional instructor credentials are identified in the Course Parameters chart. For more information, see the corresponding course in Sections D, E and F of the *Guide to Standards and Implementation*.

### **Credentiaing Opportunities**

Students may earn credentials recognized by business, industry and/or post-secondary institutions by demonstrating specified competencies. Courses that link with credentiaing opportunities relevant to Community Health are identified in the course parameters chart. For more information regarding the credential, requirement/qualification and credentiaing agency, see the corresponding course in Sections D, E and F of the *Guide to Standards and Implementation*.

### **Community Sensitivities**

Some topics addressed in the Community Health strand are of a sensitive nature; e.g., human sexuality, dealing with loss. Teachers should adhere to provincial and system policies, ensure that parents are aware of the topics to be addressed and, where appropriate, obtain parental permission.



