

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Community Health.

Advanced level courses demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

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MODULE CMH3010: FAMILY ISSUES**Level:** Advanced**Theme:** Sociocultural Perspectives**Prerequisite:** None**Module Description:** Students examine changes that occur within a family and the required adjustments family members must make. Cultural diversities are investigated and community resources are identified.**Note:** This module includes concepts that may be particularly sensitive to students, parents or community members.**Module Parameters:** No specialized equipment or facilities.**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe changing rights, responsibilities and family dynamics that occur throughout the family life cycle 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> defining the stages in the family life cycle and describing the changing roles, responsibilities and family dynamics. <p><i>Assessment Tool</i> <i>CMH3010–1: Presentations/Reports: Family Life Cycle</i> <i>CMH3010–2: Family Life Cycle: Illustrative Example</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	20
<ul style="list-style-type: none"> compare and contrast families from diverse cultures 	<ul style="list-style-type: none"> a comparative analysis in which the student compares a minimum of two cultures as to: <ul style="list-style-type: none"> family structure family dynamics family traditions education and health beliefs/practices. <p><i>Assessment Tool</i> <i>CMH3010–3: Presentations/Reports: Family Comparison</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	30

MODULE CMH3010: FAMILY ISSUES (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the effect on the physical, mental and social well-being of the family as changes occur in careers, relationships, personal life and financial situations • identify career choices by compiling a community family support services directory • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • identifying a change that may occur in families and assessing the influence on this change on all dimensions of family well-being. Analyze the changes as to: <ul style="list-style-type: none"> – prevalence in society – interrelatedness of all dimensions of well-being – potential community support resources available – positive and negative effects – legal implications of choices. <p><i>Assessment Tool</i> <i>CMH3010-4: Presentations/Reports: Change and Family Well-being</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p> <ul style="list-style-type: none"> • compiling a directory of a minimum of five community resources and evaluating how they meet the needs of families. Investigate one career opportunity in this area including duties, working conditions, education qualifications, employment opportunities, salary range and benefits and personal characteristics. <p><i>Assessment Tool</i> <i>CHMCR: Community Resource</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p> <ul style="list-style-type: none"> • observation of individual effort and interpersonal skills during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>30</p> <p>20</p> <p>Integrated throughout</p>

MODULE CMH3010: FAMILY ISSUES (continued)

Concept	Specific Learner Expectations	Notes
Nature of the Family	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the family as a dynamic structure and identify examples of change which affect contemporary families throughout the life cycle • identify the legal rights and responsibilities of family members throughout the life cycle • describe the importance of effective communication in healthy family relationships. 	<p>Stages in family life cycle.</p> <p>Changes need to be viewed as a constant in the life cycle as opposed to crisis.</p> <p>Ex-marriages, graduation, relations, childbirth.</p> <p>Alberta Premier's Council in Support of Alberta Families.</p>
Cultural Diversities in Family	<ul style="list-style-type: none"> • research and compare families within two diverse cultures focusing on: <ul style="list-style-type: none"> – family structures (nuclear, extended, communal) – family dynamics (child-rearing patterns, roles/role division, mate selection and marriage customs) – family traditions, celebrations – health beliefs/practices • describe the stereotypical attitudes towards different ethnic groups in his or her community • identify modifications made to cultural family patterns as a result of assimilation into another culture: <ul style="list-style-type: none"> – traditions and customs – holiday celebrations – education and health beliefs/practices – roles/role division. 	<p>Reference: <i>Cross Cultural Caring</i>.</p> <p>Reports, charts, bulletin boards, audio-visual, debates, guest speakers, art work, drama production.</p> <p>Interview with Canadians working overseas and new immigrants to Canada:</p> <ul style="list-style-type: none"> • panel discussions • class presentations • documentaries.
Observation, Assessment and Application	<ul style="list-style-type: none"> • describe the effects (physical, mental, social) throughout the lifespan of the changes to family members and the family unit in the following categories: <ul style="list-style-type: none"> – career changes 	<p>Examples:</p> <p>Career – promotion, transfer, unemployment, home-based careers, dual careers, travel, shiftwork, retirement.</p>

MODULE CMH3010: FAMILY ISSUES (continued)

Concept	Specific Learner Expectations	Notes
<p>Observation, Assessment and Application (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> – changing relationships – personal changes – financial changes • analyze these changes as to: <ul style="list-style-type: none"> – prevalence of the change – how each dimension (physical, mental, social) of well-being is affected – potential community support agencies and resources – positive and negative effects of the change – legal implications of choices. 	<p>Relationship – loss (death, moving, divorce), having children, foster parenting, adoption issues, empty nest, parents returning to work force, separation, violence and abuse, adult children returning home, blended families.</p> <p>Personal loss, high risk careers, addictions (alcohol, drugs, gambling, workaholics), overspending, infertility, impotence, self-growth, abuse, neglect, menopause, mid-life crises, illness or chronic medical conditions, living will, euthanasia, stay-at-home parent.</p> <p>Financial – loss of income, credit abuse, increased income.</p> <p>Use Statistics Canada <i>Social Trends</i>.</p> <p>Report, charts, bulletin boards, audio-visual, computer programs, debates, guest speakers, art work, drama production.</p>
<p>Career Exploration</p>	<ul style="list-style-type: none"> • list and analyze careers by researching community agencies that provide help with family issues. 	<p>Consider careers related to cultural diversities, e.g., interpreter.</p>

MODULE CMH3020: PARENTING**Level:** Advanced**Theme:** Sociocultural Perspectives**Prerequisite:** None**Module Description:** Students examine parenting, current family dynamics and related issues, and enhance potential parenting skills.**Note:** This module includes concepts that may be particularly sensitive to students, parents or community members.**Module Parameters:** No specialized equipment or facilities.**Supporting Module:** CMH1050 Child Development**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and describe different parenting styles, and assess their influence on family dynamics. Consider: <ul style="list-style-type: none"> – authoritarian – permissive – democratic – uninvolved – cultural diversities identify the rewards and challenges of parenting, including financial, emotional, societal, educational, health 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> applied problem-solving activity in which the student, using scenarios, analyzes and predicts parenting decisions based on three different parenting styles. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH3020–1: Scenario Assessment Worksheet</i> <i>CMH3020–3: Parenting: Sample Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 3 for each scenario</i></p>	20
	<ul style="list-style-type: none"> comparing the parenting styles and the effect on family dynamics for at least two different cultures. <p><i>Assessment Tool</i> <i>CMH3020–2: Presentations/Reports: Parenting Styles Comparison</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	20
	<ul style="list-style-type: none"> a presentation/report in which the student identifies the rewards and challenges of parenting throughout the family life cycle. <p><i>Assessment Tool</i> <i>CMH3020–4: Presentations/Reports: Parenting</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	25

MODULE CMH3020: PARENTING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe personal psychological, physical, financial and philosophical readiness for parenting • identify related career opportunities in parenting • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • assessing personal readiness for parenting. <i>Assessment Tool</i> <i>CMH3020–5: Presentations/Reports: Readiness for Parenting</i> <i>Standard</i> <i>Performance rating of 3 on the rating scale</i> • completion of three career profiles for careers related to parenting, including: <ul style="list-style-type: none"> – duties, working conditions – education requirements – employment opportunities – advancement potential – salary range and benefits – personal characteristics. <i>Assessment Tool</i> <i>CMHCAR: Career Profiles</i> <i>Standard</i> <i>Three career profiles; all sections completed for each profile</i> • observation of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> 	<p>25</p> <p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of the Family	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define a parent and/or guardian and identify ways of becoming a parent: <ul style="list-style-type: none"> – birth – adoption – fostering – alternative family structures • analyze the impact on the individual choices of choosing to parent or not to parent 	<p>Surrogate parent, e.g.:</p> <ul style="list-style-type: none"> • cultural adoptions • blended • extended • grandparents.

MODULE CMH3020: PARENTING (continued)

Concept	Specific Learner Expectations	Notes
<p>Nature of the Family (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the roles, rights, responsibilities and legal obligations of parenting • identify the characteristics of the following parenting styles and determine the strengths and weaknesses of each: <ul style="list-style-type: none"> – democratic – authoritarian – permissive – uninvolved • compare and contrast parenting styles of various cultural groups • describe how the different parenting styles influence developing children: <ul style="list-style-type: none"> – discipline – gender roles – ways of expressing love and affection – transmitting culture, traditions, morals and religious beliefs • describe how parenting roles change over the life cycle of the family. 	<p>Family functions:</p> <ul style="list-style-type: none"> • affective (personality maintenance) • socialization and social placement • reproductive function • economic function • health care function. <p>Reference: <i>Cross Cultural Caring.</i></p>
<p>Observation, Assessment and Application</p>	<ul style="list-style-type: none"> • research the rewards and challenges of parenting: <ul style="list-style-type: none"> – financial – emotional effects on relationships – societal – education – health care – community support • outline his or her readiness for parenting: <ul style="list-style-type: none"> – psychological/emotional – physical – financial – philosophical • identify characteristics of successful parenting. 	<p>Resource: <i>Tell Me About Your Family.</i> Vanier Institute.</p>

MODULE CMH3020: PARENTING (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration	<p><i>The student should:</i></p> <ul style="list-style-type: none">• describe careers associated with parenting:<ul style="list-style-type: none">– day-care worker, nanny, homemakers, home economist, counsellors, social worker, pediatrics, stay-at-home mom/dad.	

MODULE CMH3030: AGING**Level:** Advanced**Theme:** Sociocultural Perspectives**Prerequisite:** None

Module Description: Students gain an understanding of the issues involved with the aging process and the impact of such issues on the individual, the family and the community. Students identify community resources and recognize the importance of seniors as a resource to the community.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module Parameters: No specialized equipment or facilities.

Supporting Module: CMH2030 Community Volunteerism
A project module from Career Transitions

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify the contributions seniors make to society identify the physical, economic, emotional and intellectual changes that occur with aging and the adaptations required describe a personal action plan to prepare for healthy aging 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> identifying and addressing the contributions seniors make to society. <p><i>Assessment Tool</i> <i>CMH3030-1: Presentations/Reports: Seniors' Contributions</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	10
	<ul style="list-style-type: none"> a concept test with a minimum of 20 questions assessing the following: <ul style="list-style-type: none"> age-related changes (physical, economic, emotional, intellectual) adaptations required for aging. <p><i>Assessment Tool</i> <i>CMH3030-2: Sample Questions: Aging</i></p> <p><i>Standard</i> <i>Performance rating of 50%</i></p>	20
	<ul style="list-style-type: none"> applied problem solving in which the student presents a personal action plan to prepare for healthy aging. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i> <i>Illustrative Example: Personal Action Plan</i> <i>CMH3030 Aging</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	10

MODULE CMH3030: AGING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the signs, symptoms and care required for age-related conditions • identify various adjustments required as a result of loss • identify and evaluate community support resources and profile a career related to the aging community 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • describing an age-related condition including: <ul style="list-style-type: none"> – signs and symptoms – treatment and care – impact on the individual, family and the community – community support resources available. <p><i>Assessment Tool</i> <i>CMH3030–3: Presentations/Reports: Aging</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	20
	<ul style="list-style-type: none"> • an applied problem-solving activity in which the student, using a minimum of two scenarios depicting loss, predicts possible outcomes including: <ul style="list-style-type: none"> – stages in grieving – financial considerations – psychological effects – ethical aspects – cultural influences – changing family roles – support services available. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH3030–4: Loss: Sample Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale for each scenario</i></p>	20
	<ul style="list-style-type: none"> • identifying and evaluate a minimum of three community resources available to seniors • completion of one career profile related to the aging community including: <ul style="list-style-type: none"> – duties – education/training required – employment opportunities – salary and benefits. <p><i>Assessment Tool</i> <i>CMHCR: Community Resource</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	20

MODULE CMH3030: AGING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Orientation</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe the stereotypical attitudes towards aging: <ul style="list-style-type: none"> analyze his or her own attitudes towards seniors identity common descriptive phrases used to describe seniors describe the contributions seniors make to society, such as personal, family, community and global. 	<p>Role play, media watch, attitude check list, portrayal in the media, myths and realities.</p>
<p>The Healthy Body</p>	<ul style="list-style-type: none"> identify the physical changes that occur during the aging process and the adaptations required to adjust to these changes describe the impact of aging on the individual, the family and the community: <ul style="list-style-type: none"> financial health housing social policies employment culture differences changing roles within the extended family recreation senior centres identify the resources available to seniors in the community. 	<p>Interview a doctor and/or seniors.</p> <p>Physical, social, emotional, intellectual.</p> <p>Apartment, granny flats, total care home, 50+ housing complexes, “snow birds.”</p> <p>Pre-retirement counselling</p> <p>Post-retirement adjustment.</p> <p>Senior centres, Family and Community Support Services, Home Care, Meals on Wheels, Library on Wheels.</p>

MODULE CMH3030: AGING (continued)

Concept	Specific Learner Expectations	Notes
Health Promotion	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • complete a personal action plan to prepare for healthy aging. 	
Observation, Assessment and Application	<ul style="list-style-type: none"> • describe the care required for conditions associated with aging and determine the impact on the individual, family and the community • describe the adjustments in lifestyle that result from the loss of a family member: <ul style="list-style-type: none"> – stages in grieving – financial, legal – psychological – ethical aspects of death (euthanasia) – cultural influences – changing family roles – support services available. 	<p>E.g.: Alzheimer's, diabetes, osteoporosis, heart conditions, strokes. (cardiovascular/ cerebrovascular conditions).</p> <p>Guest speakers; e.g.: lawyer, funeral home operator, multicultural panel, school guidance counsellors.</p>
Career Exploration	<ul style="list-style-type: none"> • research and analyze career opportunities available within the aging community: <ul style="list-style-type: none"> – types of careers – duties, working conditions – educational requirements – employment opportunities – salary range and benefits. 	

MODULE CMH3040: PRENATAL & POSTNATAL CARE**Level:** Advanced**Theme:** Skills for Caring**Prerequisite:** None**Module Description:** Students focus on the impact of pregnancy on physical, mental and social well-being, and understand the significance of prenatal, labour, delivery and postnatal care.**Note:** This module includes concepts that may be particularly sensitive to students, parents or community members.**Module Parameters:** No specialized equipment or facilities.**Supporting Module:** CMH3020 Parenting**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe the process of pregnancy, labour, delivery and the puerperium, and identify both normal changes and complications that may arise in order to assess care measures required 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a concept test consisting of a minimum of 10 questions in each of the following categories: <ul style="list-style-type: none"> anatomy, physiology and pathology of the male and female reproductive systems embryonic/fetal development during pregnancy maternal changes during pregnancy labour and delivery process. <p><i>Assessment Tool</i> <i>CMH3040-1: Concept Test: Prenatal & Postnatal Care—Sample Questions</i></p> <p><i>Standard</i> <i>Performance rating of 50%</i></p>	20
	<ul style="list-style-type: none"> describing the care required throughout pregnancy, labour, delivery and the puerperium. <p><i>Assessment Tool</i> <i>CMH3040-2: Presentations/Reports: Prenatal & Postnatal Care</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	25
	<ul style="list-style-type: none"> describe the impact of pregnancy and birth of a child on all members of the family, taking into consideration different maternal ages and different cultures 	<ul style="list-style-type: none"> describing the impact of pregnancy, labour, delivery and post-natal care on all members of the family. Consider different maternal ages and different cultures. <p><i>Assessment Tool</i> <i>CMH3040-3: Presentations/Reports: Impact of Pregnancy and Birth</i></p> <p><i>Standard</i> <i>Performance rating of 3 on each category</i></p>

MODULE CMH3040: PRENATAL & POSTNATAL CARE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify the importance of lifestyle choices on maternal/fetal health throughout pregnancy and the puerperium • identify and evaluate community resources and career opportunities in prenatal and postnatal care • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • an applied problem-solving activity in which the student, using a minimum of three scenarios, identifies the importance of lifestyle choices on maternal/fetal health. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH3040–4: Prenatal and Postnatal Sample Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p> <ul style="list-style-type: none"> • identifying and evaluating a minimum of four community support resources available for pre- and post-natal care. Profile a career in this area including duties, education qualifications, employment opportunities, salary and benefits and personal qualifications. <p><i>Assessment Tool</i> <i>CMHCR: Community Resource</i></p> <p><i>Standard</i> <i>Performance rating of 3</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>20</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>The Healthy Body</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the male and female reproductive systems and the process by which fertilization takes place 	<p>Consider:</p> <ul style="list-style-type: none"> • presumptive, probable and positive signs of pregnancy • estimating due date.

MODULE CMH3040: PRENATAL & POSTNATAL CARE (continued)

Concept	Specific Learner Expectations	Notes
<p>The Healthy Body (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe and contrast the three trimesters of pregnancy: <ul style="list-style-type: none"> – maternal changes – fetal development. 	<p>Emotional changes. Hormonal changes. Physical changes</p> <ul style="list-style-type: none"> • selecting medical care for pregnancy and delivery • chart month-to-month prenatal visits to the doctor or mid-wife, including frequency of visits, types of tests and their purpose. <p>Resource: Health During Pregnancy <i>Lily Looks Back</i> video.</p>
<p>Observation, Assessment and Application</p>	<ul style="list-style-type: none"> • describe risk factors associated with pregnancy, listing signs and symptoms, treatment and care • identify and assess the validity of myths associated with pregnancy • describe the effects of maternal health problems on a developing fetus, labour and post-natal care • identify the signs and symptoms through the stages of the labour and delivery process, outlining the care necessary for the mother and infant at each stage: <ul style="list-style-type: none"> – discuss the roles, rights and responsibilities of the father • describe the care of the post-partum mother and newborn infant with emphasis on the aspects of feeding, personal care and initial bonding: <ul style="list-style-type: none"> – discuss the impact of a new baby on the mother, father, siblings and the extended family • describe the physical, social, emotional and economic impact of pregnancy, labour, delivery and postnatal care at different maternal ages 	<p>For example, hyperemesis gravidarum, pregnancy-induced hypertension (toxemia), hemorrhagic conditions, diabetic, C-section, VBAC.</p> <p>“Eating for two.”</p> <p>For example, rubella, anemia, X-rays, high fever, viruses, diabetes.</p> <p>Resource: <i>How it Works, How Your Baby is Born.</i></p> <p>Premature infant, low birth weight, feeding problems e.g.: cleft palate. Apgar Score Cord care. Circumcision decision.</p> <p>Teens, 20s, 30s, 40s.</p> <p>Determine the costs of pregnancy, birth and care of a baby for one year.</p>

MODULE CMH3040: PRENATAL & POSTNATAL CARE (continued)

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify possible complications and the care that may be required for the mother and newborn through the postnatal period. 	<p>E.g.: depression, hemorrhage, infection. Neo-natal jaundice. Failure-to-thrive.</p>
Cultural Diversities	<ul style="list-style-type: none"> • research and compare cultural diversities relating to pre-natal care, childbirth techniques, family dynamics and relationships. 	<p>Resource: <i>Cross Cultural Caring</i>.</p>
Health Promotion	<ul style="list-style-type: none"> • identify the importance of lifestyle choices through the prenatal period. 	<p>Exercise, nutrition, work-related impact, substance abuse (e.g., Fetal Alcohol Syndrome/Fetal Alcohol Effects), “crack babies.”</p>
Community Resources	<ul style="list-style-type: none"> • identify the prenatal and postnatal community support resources that are available • describe current medical practices related to pre- and postnatal care. 	<ul style="list-style-type: none"> • Public health nurses. • Ultrasounds • hospital stay • abortions • sperm banks • in vitro fertilization (IVF).
Career Exploration	<ul style="list-style-type: none"> • research and analyze a career specific to prenatal and postnatal care including: <ul style="list-style-type: none"> – prerequisites – education and/or training required (locations, length, costs, course content) – employment/entrepreneurial opportunities – working conditions – salary and benefits. 	<ul style="list-style-type: none"> • Nursing • physicians • midwifery • birthing centres • home births.

MODULE CMH3050: DAY CARE 2**Level:** Advanced**Theme:** Skills for Caring**Prerequisite:** CMH2050 Day Care 1
Practicum module from Career Transitions in a day care centre**Module Description:** Students continue to study the development and care of children, focusing on the importance of play and guiding behaviour.**Note:** This module includes concepts that may be particularly sensitive to students, parents or community members.**Module Parameters:** No specialized equipment or facilities.**Note:** If students successfully complete Day Care 1 and Day Care 2, two practicum modules and are 16 years of age, they are eligible for a Level I Orientation Qualification Certificate providing the objectives of the *Self-Study Orientation Course of Day Care Centre Staff*★ have been met. This is the minimum qualification required for day-care employees in Alberta. Students should be aware that a security check will be required for employment in a day care.

For certification, students must complete a practicum module from Career Transitions in a day care, under the supervision of a staff member with a minimum Level II Day Care Centre Staff Provincial Qualification Certificate.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"> describe strategies to encourage a child's creativity identify the characteristics of play, recognize its value and understand how it contributes to children's development 	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"> completion of PM8-16/17, PM8-18 and Learning Record PM8-21.† <i>Assessment Tool</i> <i>CMH3050-1: Day Care Assessment Tool</i> <i>Standard</i> <i>Performance rating of 3 on the rating scale</i>	10
	<ul style="list-style-type: none"> completion of Learning Records PM9-17/18 and PM9-19/20.† <i>Assessment Tool</i> <i>CMH3050-1: Day Care Assessment Tool</i> <i>Standard</i> <i>Performance rating of 3 on the rating scale</i>	10

★ *Self-Study Orientation Course for Day Care Staff* available from Alberta Family and Social Services Day Care Programs, Seventh Street Plaza, 10030 – 107 Street, Edmonton, Alberta, T5J 3E4.† Exercises and learning records are found in the *Self Study Orientation Course for Day Care Staff*.

MODULE CMH3050: DAY CARE 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify what needs to be provided for play in order for children to grow and develop, and to describe the adult role in supporting self-directed play • describe ways that caregivers carry out routines to enhance a child’s development in a safe and nurturing way • describe methods of solving behaviour problems, using appropriate child guidance techniques • describe how day care regulations ensure quality day care 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • completion of PM10-8/9, PM10-13/14 and Learning Records 10-15, 10-17/18. † 	10
	<p><i>Assessment Tool</i> <i>CMH3050–1: Day Care Assessment Tool</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	
	<ul style="list-style-type: none"> • completion of PM11-4/5, PM11-7, PM11-9 and Learning Records PM11-14, PM11-17. † 	10
	<p><i>Assessment Tool</i> <i>CMH3050–1: Day Care Assessment Tool</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	
	<ul style="list-style-type: none"> • completion of PM12-3, PM12-7/8, PM12-10, PM12-11, PM12-12/13 and PM12-15/16. † 	15
<p><i>Assessment Tool</i> <i>CMH3050–1: Day Care Assessment Tool</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • develop a minimum of three scenarios of problem situations and suggest solutions. 		
<p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>Illustrative Example: Scenario CMH3050: Day Care 2</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale on each scenario</i></p>	15	
<ul style="list-style-type: none"> • completion of Learning Records PM13-7/8/9. † 		5
<p><i>Assessment Tool</i> <i>CMH3050–1: Day Care Assessment Tool</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>		

MODULE CMH3050: DAY CARE 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify practices related to child safety and illness/injury prevention • describe how day care staff and families can work together in the best interest of the child • describe types and signs of possible child abuse/neglect, and indicate the day care workers' responsibility • identify career opportunities related to day care services 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • completing Learning Records PM13-15/16. † <i>Assessment Tool</i> <i>CMH3050-1: Day Care Assessment Tool</i> <i>Standard</i> <i>Performance rating of 3 on the rating scale</i> • completing Learning Record PM14-14 and PM14-15.† <i>Assessment Tool</i> <i>CMH3050-1: Day Care Assessment Tool</i> <i>Standard</i> <i>Performance rating of 3</i> • reporting on types and signs of child abuse and the day care workers' responsibility. <i>Assessment Tool</i> <i>CMH3050-2: Presentations/Reports: Child Abuse</i> <i>Standard</i> <i>Performance rating of 3</i> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • completion of Learning Record PM15-9 and PM15-10. † <i>Assessment Tool</i> <i>CMH3050-1: Day Care Assessment Tool</i> <i>Standard</i> <i>Performance rating of 3</i> • completing three career profiles on careers related to day care services including: <ul style="list-style-type: none"> – duties, working conditions – education/training required – employment/entrepreneurial opportunities – advancement potential – salaries and benefits – personal characteristics. <i>Assessment Tool</i> <i>CMH-CAR: Career Profiles</i> <i>Standard</i> <i>Three career profiles, all sections completed for each profile</i> 	<p>10</p> <p>5</p> <p>5</p> <p>5</p>

MODULE CMH3050: DAY CARE 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Orientation</p> <ul style="list-style-type: none"> Child Development 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> analyzes personal action plan developed in CMH2050: Day Care 1 to determine areas of competencies to maintain and/or improve in this module describe how creativity relates to child development: <ul style="list-style-type: none"> define creativity identify the stages children go through in creative expression demonstrate ways to enhance creativity describe the importance of play in the development of children 	<p>Reference.</p> <p>Session 8, <i>Self-Study Orientation For Day Care Workers</i>. Observation at day care.</p> <p>Video.</p> <p>Create an in-class activity to be used in a day care setting.</p> <p>Students could share their activities to begin a portfolio of creative experiences for children.</p> <p>Session 9, <i>Self-Study Orientation For Day Care Workers</i>.</p>

MODULE CMH3050: DAY CARE 2 (continued)

Concept	Specific Learner Expectations	Notes
<ul style="list-style-type: none"> • Child Development (continued) 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify five characteristics of children’s play: <ul style="list-style-type: none"> – recognize the stages of play, (i.e., unoccupied, solitary, onlooker, parallel, associative and cooperative) • describe play activities that would help develop the physical, social, intellectual, emotional development considering the factors when providing for play (such as space, time materials, rules) • describe the adult role in supporting self-directed play versus caregiver-directed activities. 	<p><i>Self-Study Orientation For Day Care Workers.</i></p> <ul style="list-style-type: none"> – observation at day care. <p>Video: <i>Day Care Matters: Facilitating Play</i>, parts 1 & 2.</p> <p>Session 10, <i>Self-Study Orientation For Day Care Workers.</i></p> <p>Video: <i>Day Care Matters: Facilitating Play</i>, part 3.</p>
<p>Management</p>	<ul style="list-style-type: none"> • describe how physical routines and guiding behaviour can enhance child development and self-esteem • demonstrate smooth and effective transitions between various routines of the day • identify problem situations and suggest solutions • differentiate between punishment and guidance. 	<p>Session 11, <i>Self-Study Orientation For Day Care Workers.</i></p> <p>Video: <i>Day Care Matters: Nurturing Through Physical Routines.</i></p> <p>Session 12, <i>Self-Study Orientation for Day Care Workers</i></p>
<p>Health and Safety</p>	<ul style="list-style-type: none"> • identify provincial day-care policies and the role of the Day Care Licensing Officer, and examine the health practices that keep the spread of infection to a minimum in a day care • select toys, materials and experiences that will aid in the prevention of accidents • describe how appropriate supervision can prevent accidents 	<p>Session 13, <i>Self-Study Orientation For Day Care Workers.</i></p> <p>Pamphlet: <i>Day Care Regulations.</i></p>

MODULE CMH3050: DAY CARE 2 (continued)

Concept	Specific Learner Expectations	Notes
Health and Safety (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • state the benefits resulting from a positive relationship between families and caregivers • describe barriers that might prevent a positive family-caregiver relationship from developing • identify problem-solving strategies that may be used with family members to solve conflicts • identify and describe the types of child abuse/neglect, including: <ul style="list-style-type: none"> – indicators of possible child abuse/neglect – suggestions for responding to child abuse/neglect – strategies caregivers can use to prevent child abuse/neglect. 	<p>Session 14, <i>Self-Study Orientation For Day Care Workers</i>.</p> <p>Video: <i>Day Care Matters: Supporting Family Relationships</i>.</p> <p>Session 15, <i>Self-Study Orientation For Day Care Workers</i>.</p> <p>Video: <i>Child Abuse and Neglect</i>.</p> <p>Guest speakers.</p>
Professionalism	<ul style="list-style-type: none"> • describe how Day Care Regulations ensure the safety and well-being of children and staff • describe the responsibility of the child care worker in reporting suspected child abuse/neglect. 	<p>Session 13, <i>Self-Study Orientation For Day Care Workers</i>.</p> <p>Observation</p> <p>Session 15, <i>Self-Study Orientation For Day Care Workers</i>.</p>
Career Exploration	<ul style="list-style-type: none"> • research and analyze career opportunities available in early childhood education, outlining the: <ul style="list-style-type: none"> – prerequisites – length and scope of the course – certification received – job opportunities. 	<p>Guest speaker: Early Childhood Program.</p>

MODULE CMH3060: HOME CARE 3 (SPECIAL CONDITIONS)**Level:** Advanced**Theme:** Skills for Caring**Prerequisite:** CMH2060 Home Care 2 (Personal Care Services)**Module Description:** Students continue to learn about home care as it relates to special conditions, special treatments, loss, long-term care and the palliative process.**Note:** This module includes concepts that may be particularly sensitive to students, parents or community members.**Module Parameters:** Access to instruction from an individual with formal, specialized training in home care skills.**Supporting Module:** A project module from Career Transitions in a community care facility will enhance student learning in this area.**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify individuals with special needs or conditions, safety requirements, and demonstrate or describe the skills necessary to assist with special care treatments 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> practical problem-solving activities in which the student describes or demonstrates the skills and safety precautions required for individual with special needs, including: <ul style="list-style-type: none"> bedridden and non-ambulatory individuals individuals with prostheses individuals with specific respiratory needs individuals with incontinence and elimination needs individuals requiring diagnostic tests supervision of medications. <p><i>Assessment Tool</i> <i>CMHHCS: Home Care Skills: Home Care 3</i></p> <p><i>Standard</i> <i>Performance rating of 3 on each skill</i></p>	60
<ul style="list-style-type: none"> describe home care as it relates to loss, long-term care, and the palliative process 	<ul style="list-style-type: none"> identifying stages of dying, the grief process and addressing the care and support required for the individual, the family and the caregivers. <p><i>Assessment Tool</i> <i>CMH3060-1: Presentations/Reports: Death and Dying</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	30

MODULE CMH3060: HOME CARE 3 (SPECIAL CONDITIONS) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify career opportunities related to home care/personal care services • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • completion of three career profiles for careers related to home care/personal care services including: <ul style="list-style-type: none"> – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – salary range and benefits – advancement potential – personal characteristics. <p><i>Assessment Tool</i> <i>CMH-CAR: Career Profiles</i></p> <p><i>Standard</i> <i>Performance rating of three career profiles; all sections completed for each profile</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Observation, Assessment and Application</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and describe individuals with special needs such as: <ul style="list-style-type: none"> – those who are bedridden and non-ambulatory – those with prostheses – those with special respiratory needs – those with incontinence and specific elimination needs – those who require diagnostic tests 	<ul style="list-style-type: none"> • Care needs related to specific disease process. • Behaviours exhibited. • Stages of the lifespan. • Cultural diversities.

MODULE CMH3060: HOME CARE 3 (SPECIAL CONDITIONS) (continued)

Concept	Specific Learner Expectations	Notes
<p>Observation, Assessment and Application (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the skills, safety practices and necessary equipment required to assist or perform special care treatments for: <ul style="list-style-type: none"> – bedridden and non-ambulatory individuals: <ul style="list-style-type: none"> • prevention of pressure areas using available aids • maintenance of adequate lung function using deep breathing exercises, spirometers and respiratory aids • maintenance of adequate circulation using aids to maintain muscular strength and exercises – individuals with a prosthesis: <ul style="list-style-type: none"> • use of hearing and visual aids, limbs, braces, splints, casts • assistance with ambulation, such as crutches, walkers, wheelchairs, electric carts – individuals with specific respiratory needs: <ul style="list-style-type: none"> • use of supplemental oxygen • use of steam inhalation, cold vaporizers – individuals with incontinence and elimination needs: <ul style="list-style-type: none"> • recording intake and output • catheter care (observe catheterization), urinary drainage devices • ostomy care • suppositories, enemas – individuals requiring diagnostic tests: <ul style="list-style-type: none"> • collecting urine, stool and sputum specimens • home glucometer testing (diabetics) • interpreting results of urine tests, blood tests • home preparations for X-rays, blood tests. 	<p>Discuss the safety precautions necessary for caregiver and individual including:</p> <ul style="list-style-type: none"> • universal precautions (infection control) • proper body mechanics <p>Community work placements may provide additional practical time.</p>

MODULE CMH3060: HOME CARE 3 (SPECIAL CONDITIONS) (continued)

Concept	Specific Learner Expectations	Notes
Safety	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the safety components related to the supervision of medications: <ul style="list-style-type: none"> – five rights (person, medication, time, method, amount) – routes (oral, buccal, sublingual, rectal, injectable, topical, transdermal, inhalation) – types (pills, lozenges, liquids, drops, ointments, skin patches, injections, suppositories, inhalers) – observing and reporting to health professionals side-effects and degree of tolerance of medication by individuals. 	<p>Pharmacy labels on medication containers.</p> <ul style="list-style-type: none"> • instructions. • precautions for specific medication.
Management	<ul style="list-style-type: none"> • identify potential impacts of “loss” on physical, mental and social aspects of living • describe the importance of maintaining the individual’s dignity and privacy and examine ways of accomplishing this • outline and describe the procedures for admission to, transfer and discharge from a treatment centre: <ul style="list-style-type: none"> – social and emotional aspects – family resources – interpreting and compiling the individual’s care record • identify and describe the stages of dying, including emotional support, physical changes and care through the palliative process • identify strategies and personal care services to assist the family through the grieving process, palliative care and procedures following death • describe the impact on the caregiver and outline ways to obtain physical assistance and emotional support. • identify and assess community support resources. 	<ul style="list-style-type: none"> • Stages of the lifespan. • Cultural diversities. <p>Video: <i>Death and Dying</i>.</p> <p>Support groups.</p> <ul style="list-style-type: none"> • Post-mortem care. • Bereavement support. <ul style="list-style-type: none"> • Interview palliative caregiving staff. • Positive impact of experiences.

MODULE CMH3060: HOME CARE 3 (SPECIAL CONDITIONS) (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration	<p><i>The student should:</i></p> <ul style="list-style-type: none">• describe the role of a home care worker considering:<ul style="list-style-type: none">– ethics and legal responsibility– health care facilities and home support systems in Alberta– communication, client rapport and rights– cultural differences• identify employer expectations and role of the health team.	

MODULE CMH3070: CHALLENGED INDIVIDUALS (continued)

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify specific treatments, technologies and community resources available to the individual with a specific challenge. 	<ul style="list-style-type: none"> • Voluntary agency • advocacy • personal interview • assist a challenged individual with activities of daily living. (May be expanded with a project or volunteerism module.)
Career Exploration	<ul style="list-style-type: none"> • research and evaluate the career opportunities related to working with challenged individuals. 	<ul style="list-style-type: none"> • Personal care aides • rehabilitation therapists • special education instructors.

MODULE CMH3080: DIGESTIVE SYSTEM**Level:** Advanced**Theme:** Health Sciences**Prerequisite:** None

Module Description: Students study the anatomy, physiology, pathology and treatment of the digestive and elimination systems. They gain an appreciation for practicing a healthy lifestyle, and acquire the knowledge and skills necessary to deal with digestive and elimination conditions as they affect the individual, family and friends. Students also identify community support resources.

Module Parameters: No specialized equipment or facilities.**Supporting Module:** CMH2060 Home Care 2 (Personal Care Services)**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and describe the anatomy, physiology, pathology, causes, treatment, prevention, impact and support resources available for selected digestive and elimination conditions 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a concept test consisting of a minimum of 10 questions in each of the following categories <ul style="list-style-type: none"> structure and function of the digestion system structure and function of the elimination system pathology of digestion and elimination systems. <p><i>Assessment Tool</i> <i>CMH3080–1: Concept Test: Digestion/Elimination Systems</i></p> <p><i>Standard</i> <i>Performance rating of 50%</i></p>	30
	<ul style="list-style-type: none"> describing a selected digestive and elimination condition as to: <ul style="list-style-type: none"> pathology and treatment prevention causes a sample therapeutic diet for the condition impact on the individual, family and community community support resources available. <p><i>Assessment Tool</i> <i>CMH3080–2: Presentations/Reports: Digestion/Elimination Conditions</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	30

MODULE CMH3080: DIGESTIVE SYSTEM (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the causes, signs and symptoms, treatment and prevention of digestive and elimination emergencies • describe a personal action plan that will promote and maintain healthy digestive and elimination systems • identify career opportunities related to digestive and elimination systems • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • practical problem-solving activities in which the student, using a minimum of two scenarios, recognizes digestion and elimination emergencies and demonstrates first-aid procedures. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH3080–3: Digestion/Elimination Sample Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale for each scenario</i></p>	10
	<ul style="list-style-type: none"> • an applied problem-solving activity in which the student prepares a personal action plan to improve or maintain healthy digestive/elimination systems. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	20
	<ul style="list-style-type: none"> • completion of three career profiles for careers related to the digestion and/or elimination systems, including: <ul style="list-style-type: none"> – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – advancement potential – salary range and benefits – personal characteristics. <p><i>Assessment Tool</i> <i>CMH–CAR: Career Profiles</i></p> <p><i>Standard</i> <i>Three career profiles; all sections completed for each profile</i></p>	10
	<ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

MODULE CMH3080: DIGESTIVE SYSTEM (continued)

Concept	Specific Learner Expectations	Notes
The Healthy Body	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe, locate and state the functions of the primary and accessory organs of the digestive system: <ul style="list-style-type: none"> – mouth – pharynx – esophagus – stomach – small intestine – large intestine – liver – gall bladder – pancreas – appendix • outline and compare the processes involved in ingestion, digestion, absorption and elimination at different stages of the lifespan • describe the role of enzymes and identify the major enzymes involved in digestion • describe the role of the major nutrients necessary for growth and maintenance over the lifespan: <ul style="list-style-type: none"> – water – carbohydrates – proteins – fats – vitamins – minerals – cellulose • list the body systems that eliminate waste and name the substances eliminated by each • describe, locate and state the functions of the organs of the urinary system • describe the processes involved in urine formation (filtration, reabsorption, secretion) • describe the process of urination • research and analyze the effects of aging on the digestive and elimination systems. 	<p>Models, diagrams, dissection, videos, software programs.</p> <p>Special role of appendix.</p> <p>Flow chart.</p> <p><i>Canada's Food Guide to Healthy Living</i> (FOD3010, FOD3020)</p> <p>Digestive, urinary, integumentary, respiratory.</p> <p>Models, diagrams, dissection.</p> <p>Role of ADH and hormones produced by kidney.</p> <p>Given a urinalysis report, evaluate which substances are normal or abnormal constituents of urine.</p> <p>Construct or draw a model that demonstrates how dialysis works.</p>

MODULE CMH3080: DIGESTIVE SYSTEM (continued)

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the causes, signs and symptoms, prevention and treatment of conditions affecting digestive and elimination systems • analyze the social, emotional and economic affects of these conditions on the individual, family, peers and the community • plan a therapeutic diet that would be necessary in the treatment of conditions affecting digestive and elimination systems • list and describe services provided by community support resources • describe the causes, signs and symptoms, treatment and prevention of digestion and elimination emergencies. 	<ul style="list-style-type: none"> • Halitosis • gingivitis • gastroesophageal reflux • ulcers (gastric/duodenal) • pyloric stenosis • appendicitis • Crohn's disease • celiac disease • hepatitis • cirrhosis • cholelithiasis • pancreatitis • cystic fibrosis • eating disorders • cancer • renal failure • acute glomerulonephritis • cystitis • urethritis • renal calculi • prostate problems
Health Promotion	<ul style="list-style-type: none"> • describe lifestyle choices that promote and maintain healthy digestive and elimination systems. 	<p>Assess nutritional intake over five days.</p> <ul style="list-style-type: none"> • weekend variations. <p>Personal action plan.</p>
Cultural Diversity	<ul style="list-style-type: none"> • describe how culture can affect dietary habits and digestion/elimination systems. 	
Career Exploration	<ul style="list-style-type: none"> • investigate and evaluate a career related to digestion/elimination systems: <ul style="list-style-type: none"> – duties, working conditions – education qualifications – employment opportunities – advancement potential – salary range and benefits – personal characteristics. 	<p>Gastroenterology.</p> <p>Urologist.</p>

MODULE CMH3090: NERVOUS/ENDOCRINE SYSTEMS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the causes, signs and symptoms, treatment and prevention of neurological and endocrine emergencies • describe a personal action plan that will promote and maintain healthy nervous and endocrine systems • identify career opportunities related to nervous and endocrine systems • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • practical problem-solving activities in which the student, using a minimum of two scenarios, recognizes and demonstrates first-aid procedures for neurological and endocrine emergencies. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH3090–3: Nervous/Endocrine Sample Scenarios</i> <i>Illustrative Example: Scenario CMH3090 Nervous/Endocrine System</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale for each scenario</i></p> <ul style="list-style-type: none"> • applied problem solving in which the student develops a personal action plan to promote and maintain healthy nervous and endocrine systems. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p> <ul style="list-style-type: none"> • completion of three career profiles for careers related to the nervous and endocrine systems, including: <ul style="list-style-type: none"> – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – advancement potential – salary range and benefits – personal characteristics. <p><i>Assessment Tool</i> <i>CMH–CAR: Career Profile</i></p> <p><i>Standard</i> <i>Three career profiles; all sections completed for each profile</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>10</p> <p>10</p> <p>Integrated throughout</p>

MODULE CMH3090: NERVOUS/ENDOCRINE SYSTEMS (continued)

Concept	Specific Learner Expectations	Notes
The Healthy Body	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the components of the nervous system: <ul style="list-style-type: none"> – central nervous system – peripheral nervous system and divisions • describe the structure of neurons and identify the various types, distinguishing between myelinated and unmyelinated neurons • state how an impulse is transmitted along a neuron and across a synapse • identify the main neurotransmitters • identify the major structures of the brain and state the function of each • identify the structure and function of the spinal cord and diagram how impulses travel along the reflex arc • identify, describe and state the functions of the endocrine glands • identify and state the function of the hormones produced by the endocrine glands and compare steroid and protein hormones: <ul style="list-style-type: none"> – demonstrate how feedback systems control the production and release of hormones • compare and contrast the effects of the nervous and endocrine system on body functioning. 	<p>Diagram to label.</p> <p>Software.</p> <p>Diagram and case study.</p> <p>Diagrams to label.</p> <p>Positive feedback/ negative feedback.</p> <p>Software</p>

MODULE CMH3090: NERVOUS/ENDOCRINE SYSTEMS (continued)

Concept	Specific Learner Expectations	Notes
<p>Observation, Assessment and Application</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • analyze the pathology, causes, signs and symptoms, prevention and treatment of conditions involving the nervous and endocrine systems • analyze the social, emotional and economic effects of these conditions on the individual, family, peers and the community • identify factors to reduce the impact of a nervous system disorder or disease on the individual and his or her family • list available community support resources • identify neurological and endocrine emergencies, and describe and demonstrate appropriate care. 	<p>Presentation, case study, report. Software.</p> <p>Case study.</p> <p>Nervous System:</p> <ul style="list-style-type: none"> • Alzheimer’s disease • cerebral palsy • epilepsy • hydrocephalus • meningitis • multiple sclerosis • neuralgia • Parkinson’s Disease. <p>Endocrine System:</p> <ul style="list-style-type: none"> • gigantism/acromegaly • Addison’s disease • cretinism/myxedema • Cushing’s syndrome • diabetes (insipidus and mellitus) • hypo/hyperthyroidism. <ul style="list-style-type: none"> • Spinal cord injuries. • Unconscious patient. • Thyroid storm. <p>Rehabilitation and physiology (speech, recreational, occupational).</p> <p>Guest speakers. Interviews. Panel discussions.</p>
<p>Health Promotion</p>	<ul style="list-style-type: none"> • describe lifestyle behaviours that would reduce accidents that could result in neurological and/or endocrine damage. 	<p>Helmets, seatbelts, vehicle restraints.</p> <p>Occupational safety.</p> <p>Nutrition.</p> <p>Personal action plan.</p>
<p>Career Exploration</p>	<ul style="list-style-type: none"> • identify career opportunities available in the area of neurology or endocrinology. 	<p>Job shadow.</p> <p>Guest speakers.</p>

MODULE CMH3100: MENTAL HEALTH**Level:** Advanced**Theme:** Health Sciences**Prerequisite:** None**Module Description:** Students study the parameters of mental well-being and the causes, signs, symptoms and treatment of mental illness. Students learn coping skills, and identify community support resources.**Module Parameters:** No specialized equipment or facilities.**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe indicators of mental well-being • identify common stressors, the body’s response to stress, and provide solutions for coping with stress • identify causes, signs and symptoms, pathology, treatment, prevention, impact and support resources for psychological disorders 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • developing a personal action plan in which the student: <ul style="list-style-type: none"> – describes the indicators of mental well-being – identifies stressors in his or her personal life – describe the body’s stress response – describes a minimum of five effective coping strategies. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p> <ul style="list-style-type: none"> • researching a psychological disorder as to: <ul style="list-style-type: none"> – pathology – signs and symptoms – causes – treatment – prevention – impact on the individual, family and community – community support resources available. <p><i>Assessment Tool</i> <i>CMH3100–1: Presentations/Reports: Mental Health</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	<p>30</p> <p>60</p>

MODULE CMH3100: MENTAL HEALTH (continued)

Concept	Specific Learner Expectations	Notes
Management (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare and contrast various coping techniques: <ul style="list-style-type: none"> – adaptive and maladaptive coping techniques. 	<p>For example: passive, assertive, aggressive</p> <p>Common behaviours: anger, jealousy, shyness, depression.</p> <p>Psychological defence mechanisms: denial, fantasy, rationalization, repression, projection.</p> <p>Addictive behaviours.</p> <p>Successful techniques: planning, rehearsal, self-talk, relaxation, establishing goals, changing behaviour, biofeedback, meditation, medications.</p> <p>Guest speakers.</p>
Observation, Assessment and Application	<ul style="list-style-type: none"> • identify affective, behavioural and cognitive maladaptations • describe various psychological disorders, including causes, signs and symptoms, diagnosis, therapeutic approaches, prevention, community resources available and the impact on the individual, family and the community. • identify the various types of therapeutic environments available in the community: <ul style="list-style-type: none"> – acute care/active treatment unit – regional psychiatric centre – rehabilitation centre – community mental health or guidance centre – community group home. 	<p>Mental Health Association.</p> <p>E.g.:</p> <ul style="list-style-type: none"> • depression • addictive behaviour • bi-polar disorder • schizophrenia • dementias (including Alzheimer's) • personality disorders. <p>Diagnostic and Statistical Manual (DSM IV).</p> <p>Acute detoxification, AA (self-help association), ADAAC, acute care hospital unit, closed/open unit, security measures (locked areas, restraints, injury prevention).</p>

MODULE CMH3100: MENTAL HEALTH (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration	<p><i>The student should:</i></p> <ul style="list-style-type: none">• identify and evaluate the career opportunities available in the field of mental health including:<ul style="list-style-type: none">– desirable personal characteristics– education qualifications– employment/entrepreneurial opportunities– tasks, working conditions– salary range and benefits– advancement potential.	Nursing, psychiatry, counselling, social work, home-care, etc. Job shadow, career exploration.

MODULE CMH3110: ADVANCES IN MEDICAL TECHNOLOGY**Level:** Advanced**Theme:** Health Sciences**Prerequisite:** None**Module Description:** Students focus on the social, emotional and economic impact of health technology. Related ethical issues are also examined.**Module Parameters:** No specialized equipment or facilities.**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> compare and contrast past, present and future trends in health services identify services, diagnostic procedures and health technologies available in acute, rehabilitation and extended care centers identify and discuss emerging technologies, including description, availability, social and emotional impact, economics and ethical issues 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> comparing and contrasting past, present and future trends in health. <p><i>Assessment Tool</i> <i>CMH3110-1: Presentations/Reports: Trends in Health Services</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	20
	<ul style="list-style-type: none"> describing the care, services, diagnostic procedures and technology available in acute, rehabilitation and extended care centres. <p><i>Assessment Tool</i> <i>CMH3110-2: Presentations/Reports: Health Services</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	30
	<ul style="list-style-type: none"> researching two emerging technologies as to: <ul style="list-style-type: none"> – description of the technology – availability of the technology – social and emotional impact – economic consideration – ethical issues. <p><i>Assessment Tool</i> <i>CMH3110-3: Research Process: Emerging Technologies</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	40

MODULE CMH3110: ADVANCES IN MEDICAL TECHNOLOGY (continued)

Concept	Specific Learner Expectations	Notes
<p>Observation, Assessment and Application</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the elements of care available in treatment facilities (acute care, convalescent care, extended care, palliative care) • analyze availability and accessibility of services in acute, rehabilitation and extended care centres: <ul style="list-style-type: none"> – physicians, nursing, dietary , housekeeping, maintenance, business, volunteer, social work, rehabilitation, radiology, pathology, pharmacy, etc. • research and analyze availability and accessibility of technology and diagnostic procedures in health care: <ul style="list-style-type: none"> – operative care (general surgery, laser, laparoscopy, plastic, fibre optics) – imaging services • describe the purpose and the care of the patient before, during and after the following procedures: <ul style="list-style-type: none"> – general surgery – less invasive surgery (lasers, fibre optics) – imaging services • identify options for anaesthetics. 	<p>Physiotherapy, Occupational Therapy, ECMO, emergency department, terminal, palliative care, pastoral care, convalescent care, elective, emergency, day surgery, day hospitals.</p> <p>Tours available. Alberta Heritage Research Council. Community-based. Pre-op and post-operative procedures. Anesthesia. Basic medical asepsis. Awareness of complications (pneumonia, infection, hemorrhage, etc.). Intrauterine survey. CAT scan, MRI (magnetic resonance imaging). Ultrasound. Nuclear medicine (assess organ function, liver, kidney, brain, etc.). Radiation therapy (cancer treatment). Dental X-ray (internal surface and roots).</p>
<p>Application</p>	<ul style="list-style-type: none"> • research technological advancements for the 21st century, including an assessment of the social, emotional, economic and ethical issues raised by emerging technologies such as: <ul style="list-style-type: none"> – gene therapy – synthetic body parts – euthanasia – reproductive technology – computerized health care – robotics – transplants. 	<p>Examine community agencies available to determine their client group, current medical data and recommended treatment plans. Tours, guest speakers, news media, clinics, labs or diagnostic centres. Community agencies.</p>

MODULE CMH3110: ADVANCES IN MEDICAL TECHNOLOGY (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration	<p><i>The student should:</i></p> <ul style="list-style-type: none">• research and evaluate career opportunities available in health technology including:<ul style="list-style-type: none">– personal characteristics– training/education required– employment/entrepreneurial opportunities– working conditions– salary range and benefits.	Job shadow, interview, research, facility tours.

MODULE CMH3120: FIRST AID/CPR FOR CHILDREN**Level:** Advanced**Theme:** Injury Prevention**Prerequisite:** None**Module Description:** Students identify a child-safe environment and recognize life-threatening emergencies or medical conditions, and demonstrate appropriate first-aid procedures.**Note:** Students qualify for an Emergency Child Care certificate, Canadian Red Cross, or a Standard First Aid in Child Care certificate (St. John Ambulance) when they meet the required competencies specified by the credentialling agency.**Module Parameters:** Access to instruction from an individual with a **current instructor's certificate in First Aid and CPR with a Child Care Instructor designation.****Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify practices that provide a safe environment for infants and children identify signs and symptoms and recommend action for childhood emergencies and suspected child abuse and/or neglect 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a presentation in which the student describes a minimum of 15 child safe practices. <p><i>Assessment Tool</i> <i>CMH3120-1: Presentations/Reports: Child Safety</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	10
	<ul style="list-style-type: none"> a concept test consisting of a minimum of 25 questions including: <ul style="list-style-type: none"> suspected child abuse/neglect signs and symptoms, action plan signs and symptoms of childhood emergencies treatment of childhood emergencies community support resources available. <p><i>Assessment Tool</i> <i>Concept Test from the credentialling agency</i></p> <p><i>Standard</i> <i>Performance rating as required by credentialling agency or 50% for module credit</i></p>	15

MODULE CMH3120: FIRST AID/CPR FOR CHILDREN (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify an emergency situation and demonstrate first-aid/CPR skills for childhood emergencies • identify career opportunities related to first aid/CPR for children • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a practical problem-solving activity in which the student, using a minimum of three scenarios, recognizes and demonstrates appropriate actions for infant or child emergencies. <p><i>Assessment Tool</i> <i>CMH–SCN: Scenarios</i> <i>Illustrative Example: Scenario CMH3120: First Aid/CPR for Children</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale for each scenario</i></p> <ul style="list-style-type: none"> • a practical problem-solving activity in which the student demonstrates the first aid and CPR procedures and skills to provide holistic care for infant/child emergencies. <p><i>Assessment Tool</i> <i>Practical examination checklist from the credentialling agency</i></p> <p><i>Standard</i> <i>Performance rating as required for certification</i></p> <ul style="list-style-type: none"> • completion of three career profiles on careers in which first aid and CPR for children and infants would be beneficial including: <ul style="list-style-type: none"> – duties, working conditions – education/training required – employment/entrepreneurial opportunities – advancement potential – salaries and benefits – personal characteristics. <p><i>Assessment Tool</i> <i>CMH–CAR: Career Profiles</i></p> <p><i>Standard</i> <i>Three career profiles; all sections completed for each profile</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interactions during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>15</p> <p>50</p> <p>10</p> <p>Integrated throughout</p>

MODULE CMH3120: FIRST AID/CPR FOR CHILDREN (continued)

Concept	Specific Learner Expectations	Notes
<p>Safety and Health Promotion</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • outline and describe sound practices to child proof the environment (home and surroundings): <ul style="list-style-type: none"> – recognizing risks and hazards – preventing common accidents – home safety check – playground – transportation – preventing infection • identify signs of suspected child abuse/neglect and strategies for accessing proper resources. 	
<p>Observation, Assessment and Application</p>	<ul style="list-style-type: none"> • identify the causes, signs and symptoms of the following medical conditions: <ul style="list-style-type: none"> – respiratory arrest – circulatory problems – levels of consciousness – muscle/skeletal injuries, head and spine injuries – soft tissue injuries – sudden medical conditions – cardiac arrest (infant and child CPR) • demonstrate appropriate first-aid procedures for life-threatening childhood emergencies and medical conditions • identify the potential social, emotional, physical effects of these conditions on the child • describe the impact of childhood emergencies and/or medical conditions on the family and caregivers and how this influences treatment 	<ul style="list-style-type: none"> • Allergic reactions • skin conditions • asthma • croup • epiglottitis • earache • diarrhea and vomiting • poisoning • pin worms • diabetes • epilepsy/seizures • febrile convulsions (seizures) • electric shock • burns.

MODULE CMH3120: FIRST AID/CPR FOR CHILDREN (continued)

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and demonstrate skills of open communication between fellow workers, families and children • identify and inventory community resources available as support services. 	
Career Exploration	<ul style="list-style-type: none"> • identify and describe careers that require the knowledge and skills regarding first aid for children including: <ul style="list-style-type: none"> – desirable personal values and interests – training or education requirements – working conditions – employment/entrepreneurial opportunities – salaries and benefits. 	<p>Videos, reports, interviews, guest speakers, job shadow.</p> <p>E.g.: day-care worker, law enforcement officers, firefighters/emergency response personnel, lifeguard, teachers.</p>

MODULE CMH3130: SPORTS FIRST AID 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify situations that precipitate common athletic injuries, and recommend preventive and therapeutic solutions and rehabilitation 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> describing for a minimum of two specific sports: <ul style="list-style-type: none"> situations that precipitate common injuries in each sport a minimum of two common injuries (assessment and referral) recommended preventive solutions recommended therapeutic solutions recommended rehabilitative measures how athletic injuries can affect an individual throughout the lifespan. <p><i>Assessment Tool</i> <i>CMH3130-3: Research Process: Sports Injuries</i></p> <p><i>Standard</i> <i>A performance rating of 3 on the rating scale</i></p> <ul style="list-style-type: none"> practical activities in which the student demonstrates appropriate first-aid and taping skills for common injuries of the specified sports. <p><i>Assessment Tool</i> <i>CMHSFASA: Sports First Aid Skills Assessment: Sports First Aid 2</i></p> <p><i>Standard</i> <i>A performance rating of 3 on the rating scale for each skill</i></p>	<p>40</p>
<ul style="list-style-type: none"> identify career opportunities in sports first aid 	<ul style="list-style-type: none"> completion of three career profiles on careers associated with athletic first aid including: <ul style="list-style-type: none"> personal characteristics education qualifications duties, working conditions employment/entrepreneurial opportunities advancement potential salary range and benefits. <p><i>Assessment Tool</i> <i>CMH-CAR: Career Profile</i></p> <p><i>Standard</i> <i>Three career profiles; all sections completed for each profile</i></p>	<p>10</p>
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> observation of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

MODULE CMH3130: SPORTS FIRST AID 2 (continued)

Concept	Specific Learner Expectations	Notes
<p>Observation, Assessment and Application</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the causes and effects of common injuries in school or community sports: <ul style="list-style-type: none"> – discuss preventive measures • identify factors to consider in injury assessment and distinguish how those factors can help differentiate between minor injuries and when referral is necessary • demonstrate appropriate first-aid and taping skills for specific injuries • describe advanced therapeutic and rehabilitative modalities carried out by trained professionals. 	<p>Visit to physiotherapy/ sports medicine clinics.</p>
<p>Career Exploration</p>	<ul style="list-style-type: none"> • research and evaluate career opportunities for students interested in a career in sports medicine including: <ul style="list-style-type: none"> – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – advancement potential – salary range and benefits – personal characteristics. 	

COURSE CMH3140: PERSPECTIVES ON MARRIAGE**Level:** Advanced**Theme:** Sociocultural Perspectives**Prerequisite:** None**Description:** Students examine relationships and related issues as they apply to marital relationships, and acquire life skills that will help them now and in the future.**Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.**Parameters:** No specialized equipment or facilities.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify factors that affect healthy marriages describe legal implications before/ during and after marriage 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a concept test consisting of a minimum of: <ul style="list-style-type: none"> 10 questions on factors affecting healthy marriages five questions on legal implications for marriage three questions on healthy/unhealthy and abusive relationships. <p><i>Assessment Tool</i> CMH3140–1: <i>Sample Questions: Marriage</i></p> <p><i>Standard</i> Performance rating of 50%</p>	20
<ul style="list-style-type: none"> describe issues that affect marriages today 	<ul style="list-style-type: none"> an applied problem-solving activity in which the student, using a minimum of two scenarios, analyzes issues affecting marriages today. <p><i>Assessment Tool</i> CMHSCN: <i>Scenarios</i> CMH3140–2: <i>Marriages Today: Sample Scenarios</i></p> <p><i>Standard</i> Performance rating of 3 on the rating scale for each scenario</p>	20
<ul style="list-style-type: none"> describe a personal philosophy on marriage 	<ul style="list-style-type: none"> describing a personal philosophy of marriage, focusing on priorities and giving reasons for your choices. <p><i>Assessment Tool</i> CMH3140–3: <i>Presentations/Reports: Marriage</i></p> <p><i>Standard</i> Performance rating of 3 on the rating scale</p>	30

COURSE CMH3140: PERSPECTIVES ON MARRIAGE (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the resource management skills necessary when planning a marriage ceremony • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • describing the management of resources (time, money, human) necessary to plan a marriage ceremony. <p><i>Assessment Tool</i> <i>CMH3140-4: Research Process: Marriage Ceremony</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p style="text-align: center;">30</p> <p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Nature of Relationships</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify factors to be considered when contemplating marriage • identify factors that lead to healthy marriages • distinguish between healthy, unhealthy and abusive relationships • research legal procedures of getting married, living common-law, annulments, divorce and remarriage, marriage contracts, group marriages, wills. 	<p>E.g.:</p> <ul style="list-style-type: none"> • cultural diversity • financial • in-laws • careers • parenting • familial expectations. <p>Complete a reflective report based on past and current relationships and future expectations.</p> <p>Newspaper articles social trends.</p>

COURSE CMH3140: PERSPECTIVES ON MARRIAGE (continued)

Concept	Specific Outcomes	Notes
<p>Observation, Assessment and Application</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define and defend lifestyle choices of remaining single, marrying or other alternatives • using current research, analyze issues in relationships today • develop a personal philosophy of marriage, prioritizing and giving reasons for your choices, considering the following: <ul style="list-style-type: none"> – religion – social – cultural – fidelity – goals – children – family – careers • describe how a personal philosophy may change during different stages of the lifespan • describe adjustments in the early period of marriage to determine individual roles and ways of handling finances, in-laws, work and differences. 	<p>(Consider functions, cultural, societal and religious reasons and legal issues.)</p> <p><i>Coming of Age in Alberta</i>, Premier's Council publication.</p>
<p>Management</p>	<ul style="list-style-type: none"> • describe the management of resources necessary when planning a marriage ceremony, e.g.: <ul style="list-style-type: none"> – plan a wedding including ceremony, reception, wedding attire, invitations, flowers, decorations, favours, food and beverages, photography and/or videos, transportation, music, wedding day grooming, honeymoon and your first home. 	<p>Consider cultural contexts.</p> <p>Guest speaker, wedding consultant or use bridal magazines.</p>
<p>Career Exploration</p>	<ul style="list-style-type: none"> • re-evaluate own marriage philosophy and confirm or make changes explaining the decision. 	

