

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

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

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction and help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

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MODULE CMH1010: FAMILY DYNAMICS

Level: Introductory

Theme: Sociocultural Perspectives

Prerequisite: None

Module Description: Students examine family structures, and roles and responsibilities, involved in meeting the demands of today’s society. Students study past family and health patterns to determine how such patterns influence family life now and in the future.

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 historical and contemporary families, and their importance in society as a basic social institution • demonstrate effective communication skills appropriate for resolving family conflicts 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a presentation in which the student compares today’s family with a historical family (a minimum of a 20-year gap) and predicts the effect of current trends on the family of the future as to: <ul style="list-style-type: none"> – family structures – roles and responsibilities – family traditions – decision making and authority patterns – family functions. <p><i>Assessment Tool</i> <i>CMH1010–1: Presentations/Reports: Families – Past, Present and Future</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale</i></p> <ul style="list-style-type: none"> • applied problem solving in which the student using a minimum of three scenarios applies the criteria of effective communication to resolve family conflicts. <p><i>Assessment Tool</i> <i>CMH1010–2: Conflict Resolution</i> <i>CMH1010–3: Conflict Resolution: Illustrative Example</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale for each scenario</i></p>	<p style="text-align: center;">30</p> <p style="text-align: center;">20</p>

MODULE CMH1010: FAMILY DYNAMICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • show a health action plan based upon a summary of past and present health history of an individual • describe the effect of personal career choices on: <ul style="list-style-type: none"> – self – family – friends – school/community • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • presenting an individual health summary (past and present) of self or of another. <p><i>Assessment Tool</i> <i>CMH1010–4: Presentations/Reports: Health Summary</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale</i></p> • applying the individual health summary in the development of a plan to maintain or improve health for the future. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i> <i>Illustrative Example: Personal Action Plan, CMH1010 Family Dynamics</i></p> <p><i>Standard</i> <i>Performance rating of one on the rating scale</i></p> • completion of an analysis of Career Choices Worksheet. <p><i>Assessment Tool</i> <i>CMH1010–5: Career Choices Assessment Guide</i> <i>CMH1010–6: Career Choices: Illustrative Example</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale</i></p> • 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>30</p> <p>20</p> <p>Integrated throughout</p>

MODULE CMH1010: FAMILY DYNAMICS (continued)

Concept	Specific Learner Expectations	Notes
Nature of the Family	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare and contrast definitions of the historical and contemporary family and its various structures • research and analyze rights and responsibilities of family members: <ul style="list-style-type: none"> – to each other – to family as a whole – to the community – for health and safety • identify the uniqueness of a family (taking into consideration socioeconomic conditions and cultural differences), as related to: <ul style="list-style-type: none"> – family traditions – family structures – decision making and authority patterns – family functions – family life cycle stages – roles in one’s career <ul style="list-style-type: none"> • family • job – impact of gender stereotypes • provide examples of changes that have occurred and are occurring to the traditional family, and predict future trends. 	<p>Historical family resources; e.g., museums, archives, documentaries, media families.</p> <ul style="list-style-type: none"> • Health/safety in the home environment • role of the family re: family care responsibilities • effect on personal life and family of personal health/safety decisions (substance abuse, physical abuse). <p><i>Families Today.</i></p> <p>Photos, essays, videos, family heirlooms.</p> <p>Interview.</p> <p>Trends such as:</p> <ul style="list-style-type: none"> • telecommunications • self-employment • job-sharing • flex-time arrangement • stay-at-home parent • two-income families • family size • increased life expectancy.
<p>Building Healthy Families</p> <ul style="list-style-type: none"> • Communications 	<ul style="list-style-type: none"> • identify the importance of communication in the building of healthy family relationships: <ul style="list-style-type: none"> – sending a clear message – effective listening – barriers to communication 	<p>Role playing. Communication dyads. Mediators. Case studies. Conflict resolution. Resource: <i>Families Today.</i></p>

MODULE CMH1010: FAMILY DYNAMICS (continued)

Concept	Specific Learner Expectations	Notes
<ul style="list-style-type: none"> • Communications (continued) 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • demonstrate communication skills to resolve conflicts: <ul style="list-style-type: none"> – awareness (identify the problem) – setting limits – argument (identify and evaluate the alternatives) – negotiation (choose the best solution) – follow-up (implement and evaluate the solution). 	
<p>Observation, Assessment and Application</p>	<ul style="list-style-type: none"> • research a family health history, documenting genetic lineages to various diseases • research and write a health history, including: <ul style="list-style-type: none"> – immunization records – medical history including medical conditions, childhood diseases, hospitalization and surgery – inherited diseases and predisposition to health problems • prepare a personal action plan that may promote well-being throughout the lifespan. 	<p>Teachers are reminded to be sensitive to the needs of individual students—for some, this may be a difficult assignment.</p> <p>A letter should be sent to parents explaining the purpose of this assignment.</p> <p>An alternative case study or family tree should be available.</p> <p>E.g.: asthma, epilepsy, diabetes, allergies, sickle cell anemia, Tay-Sachs disease.</p>
<p>Career Exploration</p>	<ul style="list-style-type: none"> • define, using the CTS definition of careers, the influence of personal life choices on: <ul style="list-style-type: none"> – family members throughout the life cycle – friends – community. 	

MODULE CMH1040: CARING FOR CHILDREN

Level: Introductory

Theme: Skills for Caring

Prerequisite: None

Module Description: Students focus on accident prevention, handling emergencies, and the rights and responsibilities of the caregiver (babysitter) and the families.

Note: Students qualify for a babysitting certificate, if they meet the competencies as specified by the credentialing agency—St. John Ambulance or Canadian Red Cross.

Module Parameters: Access to instruction from an individual with a Standard First Aid certificate recommended.

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 rights and responsibilities of the babysitter/caregiver, the babysitter’s family and the employer 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • identifying the rights and responsibilities of the caregiver, his or her family and the employer. <p><i>Assessment Tool</i> <i>CMH1040–1: Child Care Worksheet</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale</i></p>	10
<ul style="list-style-type: none"> • demonstrate the knowledge and skills required for child care, including: <ul style="list-style-type: none"> – infant caregiving skills – food selection and presentation – selection of safe and appropriate play activities – first-aid skills 	<ul style="list-style-type: none"> • practical experiences in which the student: <ul style="list-style-type: none"> – demonstrates five infant caregiving skills – prepares and presents food for a child of a specific age group – identifies three safe and appropriate toys, activities or equipment for babies, toddlers and preschoolers – demonstrates basic first-aid skills. <p><i>Assessment Tool</i> <i>CMH1040–2: Child Care Skills Checklist</i></p> <p><i>Standard</i> <i>As stated on the tool</i></p>	50

MODULE CMH1040: CARING 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 appropriate solutions to babysitting problems and emergency situations describe personal competencies in providing child care, and show a personal plan of action that will promote effective child care demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> appropriate solutions to three common babysitting behavioural problems and two emergency situations. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH1040–3: Babysitting: Sample Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale for each scenario</i></p>	15
	<ul style="list-style-type: none"> a concept test consisting of questions on all aspects of child care. <p><i>Assessment Tool</i> <i>CMH1040–4: Sample Babysitting Test Questions, St. John Ambulance, Canadian Red Cross Babysitter (or other agencies) exam or teacher-developed exam</i></p> <p><i>Standard</i> <i>Performance rating as required for certification or 14/20 on CMH test</i></p>	15
	<ul style="list-style-type: none"> assessment of personal competencies following a practical child care experience. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i></p> <p><i>Standard</i> <i>Performance rating of 1 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>	10
		Integrated throughout

MODULE CMH1040: CARING FOR CHILDREN (continued)

Concept	Specific Learner Expectations	Notes
Management	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • list the rights and responsibilities of babysitters/caregivers, their family and the employer • outline babysitting as a business including: <ul style="list-style-type: none"> – how to get a job – reference check – expertise expected – dates and times – location – transportation – wage • describe strategies babysitters can use to ensure personal health and safety • using the basic guidelines for getting along with children (calm and consistent, in control, honest and fair), identify common babysitting problems and evaluate possible solutions. 	<ul style="list-style-type: none"> • Temper tantrums, fighting, shyness, fears, play.
Observation, Assessment and Application	<ul style="list-style-type: none"> • demonstrate the basic skills of infant care: <ul style="list-style-type: none"> – picking up a baby – holding, changing, feeding, putting to bed • describe and/or demonstrate the procedures for accident prevention and handling emergencies: <ul style="list-style-type: none"> – general first-aid procedures for primary survey, bleeding, rescue breathing, choking, poisoning, burns, head and bone injuries, foreign objects, bites and stings, blisters, frostbite, hypothermia, fainting, shock, heatstroke, seizures, splinters, sprains – unusual circumstances such as fire, illness, strangers, child abuse – accessing emergency health care. 	<p>Babysitter Safety Course Materials.</p> <p>Demonstrations should be done for a qualified first-aid instructor.</p>

MODULE CMH1040: CARING FOR CHILDREN (continued)

Concept	Specific Learner Expectations	Notes
Safety and Health Promotion	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • list strategies to make eating safe and enjoyable for babies, toddlers and preschoolers • identify safe and appropriate toys, activities and equipment for infants to six years • explain how to create a safe inside and outside environment: <ul style="list-style-type: none"> – child-proof the home – family fire escape plan. 	Create a babysitter's "cope kit."
Career Exploration	<ul style="list-style-type: none"> • identify personal knowledge, skills and attitudes in the area of child care following a practical child care experience. 	

MODULE CMH1050: CHILD DEVELOPMENT

Level: Introductory

Theme: Skills for Caring

Prerequisite: None

Module Description: Students examine the needs and behaviours of children in various stages of development, and demonstrate management and caregiving skills applicable to each developmental stage. Students identify various community care facilities and observe how different centres meet the needs of the children and family. Students explore their interest in working with young children.

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">• identify the physical, mental and social development of children, ages 0–6, and describe the appropriate care required for each developmental stage	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• a presentation that outlines the development of children and describes the needs of children in relation to their age and developmental stage. <p><i>Assessment Tool</i> <i>CMH1050–1: Presentations/Reports: Child Development</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale</i></p>	25
<ul style="list-style-type: none">• identify appropriate solutions to child care problems and emergency situations	<ul style="list-style-type: none">• applied problem solving in which the student:<ul style="list-style-type: none">– provides appropriate solutions to three scenarios showing the need for routines and boundaries in child care– provides appropriate solutions to three scenarios depicting emergency situations. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH1050–2: Child Development: Sample Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale for each scenario</i></p>	20

MODULE CMH1050: CHILD DEVELOPMENT (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify child-focused community resources, and evaluate the programs based on individual child and family needs • identify career opportunities related to community child care • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • practical problem-solving experiences in which the student: <ul style="list-style-type: none"> – plans a one-day menu suitable for a young child – prepares and evaluates one meal for a child – evaluates a toy or activity suitable for a young child – charts a child’s clothing needs and costs for one season. <p><i>Assessment Tool</i> <i>CMH1050–3: Presentations/Reports: Child Development Tasks</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale</i></p> <ul style="list-style-type: none"> • identifying community resources available and evaluating how they meet the needs of children. <p><i>Assessment Tool</i> <i>CMHCR: Community Resource</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale</i></p> <ul style="list-style-type: none"> • investigating a career associated with community child care. <p><i>Assessment Tool</i> <i>CMHCR: Community Resource</i></p> <p><i>Standard</i> <i>Performance rating of 1 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>35</p> <p>10</p> <p>10</p> <p>Integrated throughout</p>

MODULE CMH1050: CHILD DEVELOPMENT (continued)

Concept	Specific Learner Expectations	Notes
The Healthy Body	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the physical, mental and social development of: <ul style="list-style-type: none"> – infants – toddlers – preschoolers – school-aged children – special needs children • describe the needs of children in relation to their developmental behaviours. 	<p>Erikson’s stages of emotional development.</p> <p>Piaget’s stages of cognitive development.</p> <p>Kohlberg’s stages of moral development.</p>
Observation, Assessment and Application	<ul style="list-style-type: none"> • describe the need for love and security to promote healthy development • describe the need for routines and boundaries and evaluate various strategies that could be used • describe the importance of nutritious foods and establishing healthy dietary habits early in a child’s life • identify the type and amount of clothing required by a small child: <ul style="list-style-type: none"> – discuss the environmental and economic issues related to children’s clothing • describe how children learn through play: <ul style="list-style-type: none"> – cite examples of toys or activities that will help children develop physically, mentally and socially – categorize play activities according to a child’s age and stage of development. 	<p>Discuss the need to recognize cultural diversities as they affect child development and care.</p> <p>Select and prepare nutritious, safe foods for small children.</p> <p>Collect pictures of clothing suitable for a child, give costs and reasons for buying.</p> <ul style="list-style-type: none"> • diapers • uni-sex clothing • second-hand clothing. <p>Create a toy or design an activity and evaluate the product based on a child’s needs and interests.</p>
Health and Safety Promotion	<ul style="list-style-type: none"> • outline strategies to provide a clean, safe environment to prevent illness and injury • demonstrate common sense in handling an emergency situation. 	

MODULE CMH1050: CHILD DEVELOPMENT (continued)

Concept	Specific Learner Expectations	Notes
Community Support Facilities	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the community resources available to meet the needs of young children, including: <ul style="list-style-type: none"> – child care options – recreation – education – support groups. 	Stay-at-home parent, day home, day care, nanny, after-school program.
Career Exploration	<ul style="list-style-type: none"> • identify one or more occupations associated with a community child-focused resource including duties, education/training required, employment opportunities, salary and benefits. 	Registered day home provider, day care worker, professional nanny service, early childhood educator, community after-school program supervisory or volunteer, children's book author, toy designer, community health worker.

MODULE CMH1060: HOME CARE 1**Level:** Introductory**Theme:** Skills for Caring**Prerequisite:** None**Module Description:** Students study the roles, rights and responsibilities, communication and management skills necessary to providing home care. To further gain understanding of home care, students study the promotion and maintenance of a healthy integumentary system. Community support resources are identified.**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 the impact on the individual and his or her family when home care is required 	<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 analyzes three scenarios to assess the impact on the individual and family when home care is required. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH1060-1: Home Care: Sample Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale for each scenario</i></p>	15
	<ul style="list-style-type: none"> • describe the management of home care with respect to: <ul style="list-style-type: none"> – roles, rights and responsibilities of caregivers – support resources available – importance of providing respite care for the primary caregiver 	<ul style="list-style-type: none"> • a presentation/report in which the student: <ul style="list-style-type: none"> – describes a minimum of five roles and rights/responsibilities of caregivers – describes five support resources available – describes three alternatives for respite care for the primary caregiver. <p><i>Assessment Tool</i> <i>CMH1060-2: Home Care Management Tasks</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale</i></p>

MODULE CMH1060: HOME CARE 1 (continued)

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 factors related to promoting and maintaining a healthy integumentary system • demonstrate procedures for providing effective home care • demonstrate basic competencies. 	<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 30 questions indicating knowledge of the anatomy, physiology, pathology and care of the integumentary system. <p><i>Assessment Tool</i> <i>CMH1060–3: Concept Test: Integumentary</i> <i>Sample Questions</i></p> <p><i>Standard</i> <i>Performance rating of 50%</i></p>	<p>20</p>
	<ul style="list-style-type: none"> • practical activity in which student demonstrates skin care needs and promotion of healthy skin. <p><i>Assessment Tool</i> <i>CMHHCS: Home Care Skills: Home Care 1</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	<p>10</p>
	<ul style="list-style-type: none"> • practical activities in which the student demonstrates: <ul style="list-style-type: none"> – three environmental adaptations – three equipment adaptations – aseptic techniques – taking and recording vital signs – applications of hot and cold treatments (dry and moist) – application of simple sterile dressings – proper body mechanics. <p><i>Assessment Tool</i> <i>CMHHCS: Home Care Skills: Home Care 1</i></p> <p><i>Standard</i> <i>Performance rating of 3 on each skill</i></p>	<p>40</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>	

MODULE CMH1060: HOME CARE 1 (continued)

Concept	Specific Learner Expectations	Notes
The Nature of the Family	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • examine situations that require adaptations in the home to care for a family member • identify how home health care affects family dynamics • identify basic needs and assess the level of care required considering lifespan stages and cultural diversities • identify resources within the family to meet these needs • identify availability of community health resources that provide additional support services. 	<ul style="list-style-type: none"> • Early discharges • Home care for challenged individuals. <p>E.g.: nutrition, grooming and hygiene, physical, social and emotional comfort.</p> <ul style="list-style-type: none"> • Home care—private agencies • Rehab • Nursing • Housekeeping.
Management	<ul style="list-style-type: none"> • explain the roles, rights and responsibilities of a caregiver in the home considering: <ul style="list-style-type: none"> – individual values – promoting independence – communication with the individual, family members and members of the health team – personal grooming, hygiene, nutrition – ensuring a safe and comfortable environment – personal services – basic housekeeping tasks – ethical and legal responsibilities • describe the importance of maintaining the personal well-being of the caregiver • describe the importance of providing respite care to the primary caregiver. 	<p>Cultural diversities.</p> <p>Lifespan stages.</p> <p>Banking, appointments, groceries, mail, pet care, prescriptions, transportation.</p> <p>Care for the caregiver.</p>
The Healthy Body	<ul style="list-style-type: none"> • identify and understand the basic anatomy and physiology of the integumentary system—differentiating the layers, underlying tissues, accessory organs and appendages 	<ul style="list-style-type: none"> • Diagrams, models.

MODULE CMH1060: HOME CARE 1 (continued)

Concept	Specific Learner Expectations	Notes
The Healthy Body (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • list the signs and symptoms, possible treatments and prevention of a variety of skin disorders. 	<ul style="list-style-type: none"> • Consider acne, impetigo, chickenpox, measles, athlete's foot, skin cancer, etc. • Diagram, poster, demonstration (massage, back rub, partial bath, manicure).
Observation, Assessment and Application	<ul style="list-style-type: none"> • describe how to adapt the environment and equipment • use and evaluate proper aseptic techniques with regard to handwashing, cleaning and maintaining supplies and equipment, proper use and disposal of barrier devices • define the importance of and demonstrate proper techniques for taking and recording vital signs • identify and analyze various situations that may require applications of hot and cold treatments and dressings as may be prescribed by a health care professional • demonstrate the application of hot and cold treatments (dry and moist) and of dressings (simple, sterile) • identify the principles of and demonstrate proper body mechanics when performing tasks and/or personal care: <ul style="list-style-type: none"> – lifting, pulling, pushing – assisting with body positioning, transferring – lifting devices, mechanical aids, safety devices. 	<ul style="list-style-type: none"> • Cultural diversities • Individual's personality • Lifespan stages. • Universal precautions • Gloves • Masks • etc. • Physiotherapist.

MODULE CMH1080: PERSPECTIVES ON HEALTH

Level: Introductory

Theme: Health Sciences

Prerequisite: None

Module Description: Students identify the determinants of good health, and examine how these determinants affect personal well-being. Students also discuss the shared roles, rights and responsibilities of health services and the changing trends in health.

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"> • identify determinants of good health and describe how they affect all dimensions of well-being • describe the physical make-up of the human body 	<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 analyzes a scenario to determine how all dimensions of well-being are affected by the determinants of good health. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH1080-1: Perspectives on Health: Sample Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale</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"> – cells, tissues, organs and body cavities – structure and function of the body systems – interdependence between the various body systems – common medical/anatomical terms – disease classification. <p><i>Assessment Tool</i> <i>CMH1080-2: Concept Test: Health Sample Questions</i></p> <p><i>Standard</i> <i>Performance rating of 50%</i></p>	<p>10</p> <p>20</p>

MODULE CMH1080: PERSPECTIVES ON HEALTH (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe how health involves shared roles, rights and responsibilities between the individual and society • describe a current health issue that focuses on the changes in health services • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a research report indicating the roles, rights and responsibilities of the government, community, family and the individual for health services. <p><i>Assessment Tool</i> <i>CMH1080–3: Health Services Responsibilities</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale</i></p> <ul style="list-style-type: none"> • an analysis of two current issues related to health services. <p><i>Assessment Tool</i> <i>CMH1080–4: Issues in Health Services</i></p> <p><i>Standard</i> <i>Performance rating of 1 on each issue</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;">40</p> <p style="text-align: center;">30</p> <p style="text-align: center;">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"> • define health: <ul style="list-style-type: none"> – WHO definition giving examples of what is meant by physical, mental and social well-being • develop examples that demonstrate the relationship between physical, social and mental well-being and the overall health of an individual 	<p>CALM resources. Scenarios.</p>

MODULE CMH1080: PERSPECTIVES ON HEALTH (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"> • identify and describe the determinants of health which are: <ul style="list-style-type: none"> – social and economic environments – physical environments – biological endowment – health services (healthy child development is crucial and factors contributing to child development are included in each category) • identify various cultural differences as they affect health; e.g.: <ul style="list-style-type: none"> – blood transfusion – circumcision – breast feeding – immunization – restricted genetic pool • demonstrate a basic understanding of the physical make-up of the human body: <ul style="list-style-type: none"> – cells, tissues, organs and body cavities – structure and function of the 10 body systems – interrelationship between the various body systems – common medical/anatomical terms: <ul style="list-style-type: none"> • planes • directional terms • common prefixes, suffixes, root words • disease classification. 	<p>Reference the <i>Canadian Health Care System</i> (Wilson).</p> <p>Teachers are reminded to be sensitive to the needs of individual students – for some this may be a difficult assignment.</p> <p>Diagrams, worksheets, overheads.</p> <p>School nurse.</p> <p>Biology resources.</p> <p>Videos.</p>
<p>Nature of the Health System</p>	<ul style="list-style-type: none"> • research the role of the federal government in the provision of health services, including: <ul style="list-style-type: none"> – principles of the 1984 <i>Canada Health Act</i>: <ol style="list-style-type: none"> 1. public administration 2. comprehensiveness 3. universality 4. portability 5. accessibility – education, health promotion – research – global responsibilities – pension plans – setting standards 	<p>Reference the <i>Canadian Health Care System</i> (Wilson).</p> <p>WHO, immigration travel.</p> <p>FDA.</p>

MODULE CMH1080: PERSPECTIVES ON HEALTH (continued)

Concept	Specific Learner Expectations	Notes
Nature of the Health System (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the role of the provincial government in the provision of health services in the following areas: <ul style="list-style-type: none"> – Alberta Health Care Insurance – regulation of health professionals – Regional Health Authorities – Occupational Health and Safety – Family and Social Services – specialty clinics • identify the role of the community in the provision of health services through: <ul style="list-style-type: none"> – voluntary agencies – special-interest groups • identify the role of private industry in the provision of health services, including: <ul style="list-style-type: none"> – physicians – nursing – physical therapy – occupational therapy – respiratory therapy – alternative (complementary) medicine – nutritionists and dietitians – home care – specialty clinics: <ul style="list-style-type: none"> • sports medicine • eye care clinics • diagnostic facilities • abortion – vendors: <ul style="list-style-type: none"> • pharmacies • medical suppliers – private insurance 	<p>STD clinics, AADAC.</p> <p>Travel, school, medication, ambulance.</p>

MODULE CMH1080: PERSPECTIVES ON HEALTH (continued)

Concept	Specific Learner Expectations	Notes
Nature of the Health System (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the role of the family in the provision of good health • identify the individual’s rights and responsibilities in accessing health services. 	<p>Consumer Rights (1989)</p> <ol style="list-style-type: none"> 1. right to be informed 2. right to be respected as the individual with the major responsibility for his or her own health care 3. right to participate in decision making affecting his or her health 4. right to equal access to health care regardless of the individual’s economic status, sex, age, creed, ethnic origin and location. <ul style="list-style-type: none"> • Lifestyle responsibilities • avoiding fraud, quackery.
The Changing Focus of Health	<ul style="list-style-type: none"> • describe how the focus of health is changing. 	<ul style="list-style-type: none"> • From organ-specific treatment to a more holistic approach • less paternalistic • self-care is encouraged • involvement of the family • health promotion and education • pharmacology.
Ethics/ Professionalism	<ul style="list-style-type: none"> • analyze ethical/professional issues related to health services. 	<ul style="list-style-type: none"> • Reproductive technology • <i>Smart card</i> • confidentiality • organ transplants • the right to live/die • medical research.

MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT)

Level:	Introductory
Theme:	Injury Prevention
Prerequisite:	None
Module Description:	Students develop practical safety-related knowledge, skills and attitudes, and obtain certification in emergency first aid.

Module Parameters: Access to personal protective equipment and emergency first aid materials; access to safety specialists and certificated first aid instructors.

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: <ul style="list-style-type: none"> – health and safety stakeholders – legislation relating to health and safety – hazards; e.g., office safety – careers in safety • demonstrate basic health and safety practices including: <ul style="list-style-type: none"> – burn prevention – use of personal protective equipment (PPE) – back care • develop and implement a personal health and safety plan 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • report or presentation on occupational health and safety, including: <ul style="list-style-type: none"> – health and safety stakeholders – legislation relating to health and safety – hazards; e.g., offices – careers in safety. <p><i>Assessment Tool</i> <i>CTSPRE: Presentations/Reports</i></p> <ul style="list-style-type: none"> • presenting a personal health and safety plan and demonstrating safe practices: <ul style="list-style-type: none"> – burn protection – personal protective equipment – back care. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide</i> <i>CTSPRE: Presentations/Reports</i></p> <ul style="list-style-type: none"> • meeting the standards specified on a test based on: <ul style="list-style-type: none"> – Workers’ Compensation Board – Occupational Health and Safety – Workplace Hazardous Materials Information System – Materials Safety Data Sheets. <p><i>Assessment Tool</i> <i>CTR1210/2210/3210: Job Safety Skills Modules</i> <i>CTR1210–3: Occupational Health and Safety</i> <i>Multiple Choice Test</i></p>	<p>5</p> <p>5</p> <p>10</p> <p>5</p> <p>10</p> <p>10</p> <p>10</p> <p>20</p>

MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> complete, successfully, a course in emergency first aid (EFA) demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> successful completion of an EFA course 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>25</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Stakeholders	<p><i>The student should:</i></p> <ul style="list-style-type: none"> define stakeholders and identify them in the context of workplace and worker safety define worker and employer describe the rights and responsibilities of workers and employers explain the role of Workers' Compensation Board (WCB) describe the procedure for filing a claim complete a claim form accurately complete report, using WCB accident forms: employer and employee. 	<p>Use resource persons from WCB, an injured speaker.</p> <p>Use actual claim scenarios.</p>
Legislation	<ul style="list-style-type: none"> identify information sources about health and safety related to the workplace explain the responsibility of each major stakeholder in a typical workplace identify general and specific information in the legislation regarding major topics. 	<p>Obtain from Queen's Printer:</p> <ul style="list-style-type: none"> General safety regulations <i>Occupational Health and Safety Act.</i>

MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT) (continued)

Concept	Specific Learner Expectations	Notes
Terms and Procedures	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the three phases of dealing with a hazard (identification, evaluation and control) • explain and use terms related to health and safety; e.g., hazard, risk, accident, injury • explain the progressive steps in a prevention strategy (hazard, exposure, injury). 	
Commitment	<ul style="list-style-type: none"> • demonstrate a proactive personal commitment toward improvement of health and safety. 	
Costs	<ul style="list-style-type: none"> • identify the direct and indirect costs of injuries to Alberta workers • explain the reasons why young workers have a disproportionate claim rate. 	
Workplace Hazardous Materials Information System (WHMIS)	<ul style="list-style-type: none"> • define and explain the basic purpose of WHMIS legislation • identify ways workers can receive information about chemical hazards • explain how: <ul style="list-style-type: none"> – hazardous chemicals can enter the body – principle routes of entry into the body • identify specific information found on a Material Safety Data Sheet (MSDS). 	Reference: <i>WHMIS Handbook.</i>
Hazards	<ul style="list-style-type: none"> • define health and the aims of occupational health • identify and describe the following categories of occupational hazards: <ul style="list-style-type: none"> – physical – biological – chemical – attitudinal • list and explain internal and external factors affecting a worker's health status • identify and list potential hazards found in the home, in school or in a workplace. 	

MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT) (continued)

Concept	Specific Learner Expectations	Notes
Workplace Safety	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and list hazards within a work environment; e.g.: <ul style="list-style-type: none"> – office – construction site – retail – child care centres – health centres – fitness centres • describe potential consequences of hazards left unattended • explain appropriate corrective actions • demonstrate ability to communicate information appropriately about a hazard and hazard prevention practices to others; e.g., teacher, parent, employer, employees • develop a plan to safely address potential hazards found in a selected workplace. 	Use video: <i>Office Safety: It's a Jungle in There.</i>
Burn Prevention	<ul style="list-style-type: none"> • explain the types and operation of smoke and heat detectors • explain the role of detectors in preventing burn injuries or death • explain the need for sprinkler systems and their role in reducing injuries, damage and death • design an emergency fire escape route for home, school or workplace. 	

MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT) (continued)

Concept	Specific Learner Expectations	Notes
Personal Protective Equipment	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify and match specific types of personal protective equipment (PPE) to specific hazards • distinguish the specific uses of safety gloves, goggles and face shields • describe the two types of PPE available to protect against hearing loss • describe the two types of respirators and explain when each should be used • list kinds of fall protection devices • identify and list different types of special protective clothing and equipment specific to a work site. 	<p>Each trade may have specific PPE. Consult with tradespersons, local business, Occupational Health and Safety (OH&S) and WCB personnel.</p>
Back Care	<ul style="list-style-type: none"> • label major regions and structures of the spinal column • define chronic and acute back injuries • list major causes of back problem • identify common back disorders • demonstrate appropriate body mechanics for lifting, moving, etc. • identify the advantages of participating in a back maintenance program. 	
First Aid	<ul style="list-style-type: none"> • participate in a recognized emergency first-aid course including CPR; e.g., St. John or Red Cross. 	<p>Various certification programs are available. First-aid certification is normally valid for two years only. Consult with St. John or Red Cross agency.</p> <p>See Community Health CMH2120: First Aid/ CPR.</p>
Careers in Safety	<ul style="list-style-type: none"> • identify and describe potential career paths relating to workplace safety. 	<p>Consult with WCB, OH&S, safety and health care professionals.</p>

