

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH CATEGORY

Rating Scale (*italicized statements are optional*)

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. <i>Leads others to contribute team goals.</i>
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Works cooperatively and contributes ideas and suggestions that enhance team effort.</i>
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Works cooperative to achieve team goals.</i>
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Works cooperatively.</i>
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and follows instructions accurately
- responds to directed questions and follows necessary steps to find answers
- accesses basic in-school/community information sources
- interprets and organizes information into a logical sequence
- records information accurately using correct technical terms
- uses time effectively

Content

- compares families in an historical time period to his or her family today:
 - family structure
 - roles and responsibilities of family members
 - family traditions
 - decision making and authority patterns
 - family functions
- predicts the effect of current trends on the family of the future

Presenting/Reporting

- demonstrates effective use of one or more communication media
e.g., Written: spelling, punctuation, grammar basic format
Oral: voice projection, body language
Audio-visual: techniques, tools
- uses correct grammatical convention and technical terms through proofreading/editing
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- states a conclusion based on a summary of facts
- provide a reference list of three or more basic information sources

Collaboration and Teamwork

- shares work appropriately among group members
- respects the views of others
- negotiates solutions to problems.

COMMENTS

TASK	OBSERVATION/RATING					
Awareness	4	3	2	1	0	N/A
Analyzing Perspectives	4	3	2	1	0	N/A
Negotiating and Debate	4	3	2	1	0	N/A
Recommended Action/Follow-up	4	3	2	1	0	N/A

Comments:

TASK CHECKLIST
The student:

Awareness

- accurately describes an issue that can cause family conflict
- poses an important question regarding the issue

Analyzing Perspectives:

Setting Limits/Argument

- states a position on the issue and logical reasons for adopting that position
- explains why the issue is important by presenting examples of possible consequences
- clarifies different points of view regarding the issue: *e.g., social, economic, environmental*

Negotiating and Debate/Communication Skills

- presents a convincing argument in logical sequence supporting a position adopted on the issue
- provides a relevant response to opposing arguments
- speaks clearly so the argument can be understood
- establishes a shared understanding of key alternatives and consequences relevant to the issue
- demonstrates effective communication skills:
 - listens and responds to understand and learn

Recommended Action/Follow-up

- recommends a plan of action to solve the conflict
- identifies community/in-school resources if required

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	Not applicable.

Note: Use Tool CMH1010-2 to assess student competency.

<u>Scenario</u>	<u>Awareness</u>	<u>Setting Limits</u>	<u>Argument</u>	<u>Negotiation</u>	<u>Follow-up</u>
<i>1. Teen wants to stay home and work and not go with family on holidays.</i>	<i>Day before departure student announces he or she has a job and can't go on holiday.</i>	<i>Parents and teen agree to discuss issue, not unrelated issues.</i>	<i>Both parties state their point of view (reasons for their position).</i>	<i>Parents agree to let teen stay home if he or she will live with his or her aunt.</i>	<i>Contact with teen by parents while on holiday.</i>
<i>2. Parents disagree with Grade 8 girl going to high school dance with a Grade 11 boy.</i>	<i>Daughter announces her date the day previous to the event.</i>	<i>Only the matter of the date for the dance will be discussed.</i>	<i>Both parties listen to each other's arguments.</i>	<i>Parents agree to let her go to the dance if she 'double dates' with her older brother.</i>	<i>Parents have follow-up discussion with daughter after the dance.</i>
<i>3. Teen complaining he doesn't fit in at school because he doesn't wear "designer label" clothing. Parents cannot afford the expense.</i>	<i>Problem has been building for couple of years.</i>	<i>Agree to keep discussion to topic of clothes.</i>	<i>Both sides present their arguments for buying and not buying expensive clothing.</i>	<i>Parents will only spend a set amount for clothing. If teen wants something different, he or she must pay the difference.</i>	<i>Teen finds a part-time job to help pay clothing expenses.</i>

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Preparation and Planning	4	3	2	1	0	N/A
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Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and follows instructions accurately
- responds to directed questions and follows necessary steps to find answers
- accesses basic in-school/community information sources
- interprets and organizes information into a logical sequence
- records information accurately using correct technical terms
- uses time effectively

Content

- reports on a health history that includes as many of the following as possible:
 - immunization records
 - medical conditions
 - childhood diseases
 - hospitalization
 - surgery (elective/required)
 - inherited diseases
 - predisposition to health problems
- _____
- _____

Presenting/Reporting

- demonstrates effective use of one or more communication media:
e.g., Written: spelling, punctuation, grammar basic format
Oral: voice projection, body language
Audio-visual: techniques, tools
- uses correct grammatical convention and technical terms through proofreading/editing
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- states a conclusion based on a summary of facts
- provides a reference list of three or more basic information sources.

COMMENTS

Using the CTS definition of *Careers*, describe three personal life choices you have made and how these influence yourself and others.

Choice	Influence	Today	Future
1.	Self	_____	_____
	Family	_____	_____
	Friends	_____	_____
	School/ Community	_____	_____
2.	Self	_____	_____
	Family	_____	_____
	Friends	_____	_____
	School/ Community	_____	_____
3.	Self	_____	_____
	Family	_____	_____
	Friends	_____	_____
	School/ Community	_____	_____
Summary Comments (include who or what has made an impact on your choices)			

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

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0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS

Sample for CMH1010-5

CHOICE	INFLUENCE	TODAY	FUTURE
20 hours per week part-time job	SELF	<i>Extra income</i>	<i>Buy car, save tuition for college</i>
	FAMILY	<i>Less time at home on weekends and evenings</i>	<i>Possibly relieves financial hardship as student helps with expenses throughout school</i>
	FRIENDS	<i>Go to movies, buy gifts for friends</i>	<i>Available resources to take advantage of social opportunities, e.g., travel</i>
	SCHOOL/COMMUNITY	<i>Less time to spend on studies and extra-curricular activities</i>	<i>Employability skills developed – a productive citizen</i>

Suggested Responses in italics following question.

STANDARD: Respond to a minimum standard of 1 on the rating scale

1. As a babysitter, you are running a small business. List at least four steps to make is successful
 - *reference checks*
 - *gathering information*
 - *transportation*
 - *wage.*
2. List six rights and responsibilities of a babysitter
 - *keep the children safe and secure*
 - *pay attention to the children and be patient*
 - *feed and comfort them*
 - *be courteous and responsible, prompt*
 - *know/follow emergency procedures*
 - *how much you will be paid.*
3. List six rights and responsibilities of the employers
 - *give tour of house*
 - *introduce you to child and the pets*
 - *fill out an information sheet with numbers where they can be reached and emergency numbers*
 - *give information about children's routines, special needs*
 - *arrange travel to and from work*
 - *right to reliable babysitter*
 - *right to privacy.*
4. Name at least three things you can do to ensure personal safety
 - *phone parents as you leave for home*
 - *do not accept a ride home if you suspect the employer has been drinking*
 - *don't reveal that your employer is out of the house for phone calls*
 - *do not open the door to strangers.*
 -
5. List two rights of the babysitter's parents
 - *know where you are, who you are babysitting for, what time you'll be home, how you will be getting home.*

6. It is the babysitter's responsibility to keep the children safe and secure
 - a) List four ways to prevent falls
 - *carry child securely*
 - *use safety straps on high chairs and strollers*
 - *pick up toys on floor*
 - *supervise children on play structures*
 - b) List three ways to prevent street accidents
 - *supervise outdoors*
 - *hold hand to cross street*
 - *be wary of animals*
 - c) Other safety questions should deal with such examples as poisoning, drowning, burning, choking, smothering.
7. Describe a personal care experience.

Rating Scale

The student:

4	meets project/task objectives in a self-directed manner. Provides explanations and critical judgements based on a superior knowledge base. Demonstrates an understanding of relevant concepts and related issues.
3	meets project/task objectives in a self-directed manner. Provides explanations and comparisons of relevant concepts using precise terminology. Requires little or no prompting.
2	meets project/task objectives with limited assistance in planning and in selecting and using resources. Applies correct terminology. Requires occasional prompting.
1	completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Uses simple recall to demonstrate basic knowledge of concepts. Requires prompting.
0	does not complete task, or is unable to provide a suitable response.
N/A	not applicable.

CHILD CARE SKILLS CHECKLIST

CMH1040-2

STANDARD Students working **at standard** must demonstrate each skill outlined in the checklists below. The columns to the left of the checklists indicate the minimum rating for *at standard* performance. The rating scale on the right defines the levels of competencies and should be applied when assessing student performance.

Minimum Standard	SKILLS REQUIREMENTS
3	<i>The student</i>
	Infant Care Skills <i>demonstrates how to:</i>
	<input type="checkbox"/> pick up a baby
	<input type="checkbox"/> hold and carry a baby
	<input type="checkbox"/> feed a baby
	<input type="checkbox"/> change a diaper
<input type="checkbox"/> put a baby to bed	
1	Nutrition <input type="checkbox"/> prepare and present food suitable for a child in a specified age group
1	Play <input type="checkbox"/> identify three safe and appropriate toys, activities or equipment for babies, toddlers and preschoolers
3	First Aid Skills <i>demonstrates/describes first aid skills for:</i>
	<input type="checkbox"/> infant and child not breathing
	<input type="checkbox"/> choking infant and child
	<input type="checkbox"/> wounds and bleeding
	<input type="checkbox"/> bruises
	<input type="checkbox"/> bump on head
	<input type="checkbox"/> neck or back injuries
	<input type="checkbox"/> burns
	<input type="checkbox"/> poisoning
	<input type="checkbox"/> animal or human bites
	<input type="checkbox"/> eye injuries
<input type="checkbox"/> fever convulsions.	

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/skills.
3	consistently demonstrates all designated technique/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated technique/skill.

COMMENTS

Note: Use Tool CMHSCN to assess student competency

SCENARIO
Behavioural Problems:
Ron (4 years old) and John (2 years old) start to fight. They are running around, slapping, hitting and kicking each other.
Two hours after you put baby Megan to bed, she wakes crying.
Tyler insists on going outside to play but his parents have asked you to keep him inside. He falls on the floor screaming and kicking. He holds his breath and turns blue.
Emergency Situations:
You are babysitting, the children are asleep and you suddenly smell smoke and hear the crackling of flames.
Cam, the two-year-old child you are babysitting, locks himself in the bathroom.

1. Which of the following must parents tell you before they leave the house?
 - a) the emergency phone numbers
 - b) dangerous areas of the house
 - c) both a and b

2. When babysitting, you have the right to:
 - a) have friends over
 - b) do your homework
 - c) refuse a ride home with a parent who is drunk

3. A nine-year-old is telling you that he doesn't like you and doesn't need a babysitter anyway. You should:
 - a) send him to his room to think over why he's being disrespectful
 - b) tell him that you're going to have to report his attitude to his parents, unless he changes
 - c) tell him you'd like to plan an activity that he'd enjoy doing; ask him to help you plan it.

4. If the telephone rings while you are bathing a three-year-old, you should:
 - a) ignore the ringing and stay with child
 - b) ask the child to play quietly while you answer the phone
 - c) run to the phone, keep your conversation to less than 30 seconds, run back to the child.

5. How should you treat a child who is shy when she first meets you?
 - a) ignore her until she comes to you
 - b) speak in a friendly way; be patient until she comes to you.
 - c) give her several hugs.

6. The first thing to do if a child cuts himself badly with scissors is:
 - a) call the parents
 - b) put direct pressure on the wound with a clean cloth
 - c) wash off the blood until the bleeding stops.

7. In the ABCs of first aid, "B" means:
 - a) burns
 - b) breathing
 - c) bandaging

8. A child's clothes are on fire. You should:
 - a) smother the flames with a coat or blanket
 - b) run with child to a water tap
 - c) run to get a fire extinguisher.

9. If you think a stranger is trying to enter the house from the backyard, you should:
 - a) go out the front door to a neighbour's
 - b) telephone the police
 - c) shout at the stranger to go away.

10. You suspect that a child is being abused by his parents, but you aren't sure. What should you do?
 - a) wait until you're absolutely sure before making accusations
 - b) discuss with an adult you trust whether to notify a child care worker
 - c) confront the child's parents.



TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration/Teamwork	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.
N/A	Not applicable.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and follows instructions accurately
- responds to directed questions and follows necessary steps to find answers
- accesses basic in-school/community information sources
- interprets and organizes information into a logical sequence
- records information accurately using correct technical terms
- uses time effectively

Content

- identifies the development of infants, toddlers and preschoolers as to:
 - physical development
 - mental development
 - social development
- describes the needs of children in relation to their developmental behaviours

Presenting/Reporting

- demonstrates effective use of one or more communication media:
 - e.g., Written: spelling, punctuation, grammar basic format*
 - Oral: voice projection, body language*
 - Audio-visual: techniques, tools*
- uses correct grammatical convention and technical terms through proofreading/editing
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- states a conclusion based on a summary of facts
- provides a reference list of three or more basic information sources.

Collaboration and Teamwork

- shares work appropriately among group members
- respects the views of others
- negotiates solutions to problems.

COMMENTS

Note: Use Tool CMHSCN to assess student competency.

SCENARIO
Routines and Boundaries:
Sharon is caring for Amanda (4 years) and Susan (2 years). Amanda has knocked Susan's building blocks over for the third time. Susan is crying so Amanda picks up a block and throws it at her.
Tom is looking after his nephews, Jason (5 years) and Colin (3 years). He was told to put both boys to bed at 8:00 p.m. Jason insists he can stay up later because he is older.
The children you are babysitting want to play outdoors. It is a nice sunny day and 0°C. John puts all his outside warm clothing on and is outside building a snow fort. Glen grabs his jacket and boots but refuses to wear his toque and gloves.
Emergency Situations:
It is lunch time for Lisa (8 months) and Kevin (3 years). Lisa is sitting in her high chair eating her food but Kevin insists on running around with his sandwich, acting the clown to entertain Lisa. Lisa is laughing but suddenly begins to choke on her food.
It is 10:00 p.m., the children are asleep and the doorbell rings. The parents are not expected home until 12:30 a.m.
You are preparing dinner and Stacy (18 month) is playing in the kitchen. You move to set the table and when your turn back to check Stacey she has a cleanser container in her hand with the cap removed. You smell her breath and can smell the cleanser on her breath.

	TASKS			
	Menu	Meal	Toy	Clothing
Management	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
Teamwork	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
Use of Equipment & Materials	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
Tasks	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale (*italicized statements are optional*)

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.</i>
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent. Works cooperatively and contributes ideas and suggests that enhance team effort.</i>
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals</i>
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively.</i>
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- carries out instructions accurately
- uses time effectively

Teamwork

- cooperates with group members
- shares work appropriately among group members

Use of Equipment and Materials

- selects and uses appropriate equipment/materials
- follows safe procedures/techniques
- measures accurately
- returns clean equipment/materials to storage areas

Tasks

- plans a one-day menu for a specific child (infant, toddler, preschooler, special needs)
 - summarizes reasons for choices
- prepares and presents a meal suitable for a specific child (infant, toddler, preschooler, special needs)
 - explains why this is a good choice
- evaluates a toy or activity suitable for an infant, toddler, preschooler or special needs child
 - explains why his or her project is appropriate
 - explains if this toy or activity will help the child develop physically, mentally or socially
- charts clothing needs and costs for one season for an infant, toddler, preschooler or special needs child

COMMENTS

Note: Use Tool CMHSCN to assess student competency

Impact Scenario

Mrs. Anderson and daughter Sara were driving to the shopping centre to pick up some last minute things in preparation for a trip to Disneyland. As they entered the intersection a car came sliding through the red light and hit them broadside. Mr. Anderson and sons Dean and Doug received the call from the hospital. Mom had a fractured pelvis, burns to her face from the air bag and a bruised left shoulder. Sara had a severe whiplash, a fractured right humerus and numerous cuts to her face. Both would be okay after treatment and would be sent home after 24 hours of observation.

The Simpson family were an ordinary upper middle-class family who had raised their children and were preparing to retire in the next five years. George Simpson went for his annual checkup with their family doctor. She did the usual tests, checked George over and booked him for urine & blood tests, chest X-ray and ECG. The following Monday George got a call from his doctor's clinic asking him if he could stop in after work to see his doctor regarding his tests. When George entered the office his doctor said, "George, I'm afraid I don't have great news. Your chest X-ray shows some lesions which I believe we should biopsy so we can begin some treatment." Further tests and biopsy confirmed cancer of the right lung and trachea. George was given chemotherapy as conventional treatment and sent home. His life expectancy would be approximately six months. Mary had always let George look after everything like paying the bills, all the repairs, car care, yard and house maintenance.

Harold and Susan are in their 30s and lead a busy life with four young children. Both have full time jobs. They had made a New Year's resolution to try to quite smoking together. They knew it was not healthy for them nor for their children but so far their attempt had not been successful. Susan knew she was at an even higher risk because she was taking contraceptive pills until she found time to go in and have a tubal ligation. She had been complaining of a headache over the last four or five days and the occasional dizzy spell. Harold urged her to make an appointment to see the doctor. Susan sat down after supper on the couch in the family room. All of a sudden she collapsed onto the floor. She was unconscious with laboured breathing and the left side of her face was very noticeably drooping. At the hospital Susan was diagnosed as having a massive stroke.

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Preparation and Planning	4	3	2	1	0	N/A
Tasks	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

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0	has not completed defined outcomes.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and follows instructions
- responds to directed questions and follows necessary steps to find answers
- uses time effectively
- accesses basic in-school/community information sources
- interprets and organizes information logically

Tasks

- describes the roles and rights/responsibilities of a caregiver, considering:
 - the individual’s values
 - the promotion of independence
 - communication with the family and the individual and members of the health team
 - personal grooming, hygiene and nutrition
 - membership in the health team
 - provision of a safe comfortable environment
 - personal services
 - basic housekeeping
 - ethical and legal responsibilities

Tasks (continued)

- describes five support resources available
- discusses the importance of respite care and names three alternatives for respite for the primary caregiver

Collaboration and Teamwork

- shares work appropriately among group members
- respects the views of others
- negotiates solutions to problems

Information Sharing

- demonstrates effective use of one or more communication media:
 - e.g., written, oral, audio-visual*
- communicates ideas in a logical sequence
- uses correct grammatical convention and technical terms
- cites three or more basic information sources

COMMENTS

1. Match the following terms with the descriptive phrases.
dermis
epidermis
hypodermis
stratum corneum
stratum germinativum
stratum lucidum
- _____ referred to as the subcutaneous layer
_____ epidermal layer next to the dermis
_____ referred to as superficial fascia
_____ consists of dead, completely keratinized cells
_____ layer in which hair, nail and glands are embedded
_____ contains receptors for temperature and touch
_____ contains adipose tissue
_____ responsible for fingerprints
2. Write the terms that fit the following descriptive phrases.
_____ tubular sheath surrounding the hair root
_____ glands that produce earwax
_____ smooth muscle associated with hair
_____ another name for sweat glands
_____ the dark pigment primarily responsible for skin colour
_____ another name for nail cuticle
3. Four functions of the integumentary system are:
a)
b)
c)
d)
4. The protein that is a waterproofing agent in the skin is _____ .
5. Bacterial growth on the skin is inhibited by _____ .
6. Tissues under the skin are protected from the ultraviolet light by _____ .
_____ .

7. Describe two mechanisms by which the skin functions in temperature regulation:
a) blood vessels
b) sweat glands
8. How does the skin function in the synthesis of vitamin D?
9. Define:
a) papules _____
b) macules _____
c) urticaria _____
d) vesicles _____
10. Explain the three stages of decubiti _____

11. Draw a body and explain the rule of 9s.
12. Compare first-, second- and third-degree burns. _____

13. Give the normal temperature in C. and F. for:
- a) oral _____ °C _____ °F
 - b) rectal _____ °C _____ °F
 - c) axillary _____ °C _____ °F
14. Why do you make one side of the bed at a time? _____

15. Why must you be careful not to shake the linen? _____

16. Why are siderails necessary? _____

17. Why must you be careful as to where the rough side of the hems are when you are making a bed? _____

18. What is a drawsheet and why would you use one on a bed? _____

19. List six pressure points on the human body where pressure sores could occur.

20. Explain who is eligible for home care in Alberta; what is the cost of home care to the patient; what are the responsibilities of the home care nurse and the home support aide; who is on the home care team and where you would call for home care information and help.

Note: Use Tool CMHSCN to assess student competency.

SCENARIO
<p>John has recently broken up with Sheena. They had gone together for 14 months. John found it very difficult to end the relationship. Now he has a stomach ache by noon every day as he doesn't have time for breakfast. Sheena's mom no longer gives him a ride to school in the morning and he has to catch an early bus. He found it difficult at church youth group when Sheena was there also. Now he's coming down with a horrible cold when hockey try-outs are about to start. Today when he saw Sheena having lunch with one of his hockey buddies he felt so alone and sad. He had to turn away so his friends wouldn't see him swallowing the lump he had in his throat. Maybe that is why he had such a sore throat tonight.</p>
<p>Brenda had been playing ball all weekend in a tournament at a local town in central Alberta. It was the top of the ninth inning and she was the winning run on third. She saw her chance to steal home and took off with all her speed. She and the catcher had a nasty collision at home plate resulting in a broken ankle for Brenda. To make matters worse, the umpire called her out even though she was sure she had been there first. Now, she was in hospital awaiting surgery and her parents were out of town until tomorrow night. She didn't have her health care card. She had scraped her elbow and it was stinging and her left hip hurt to lay on, never mind how much her broken ankle hurt! How long before she could return to college; how would she ever manage all those books while she is on crutches? What will be ball team do for the rest of the season without her? Oh, and worst of all, what about her part-time job? She had to work to pay her college expenses.</p>
<p>James had been studying many hours every night for his final college examinations. Some nights he got so engrossed he forget to eat and by the time he realized it he was too tired to bother cooking a meal so heated up a bowl of soup in the microwave. He had never felt so tired in his life. He seemed to ache all over and was feeling very nauseated. He hoped he didn't get that "flu that was going around." If he was at home his Mom would have something for him to take. He sure missed having his little sister there telling him all her news about what she had done in Sunday school. Gosh, he never thought he'd ever miss that little town he came from!</p>
<p>Mr. K., age 83 years, lived by himself in his seniors apartment. His best friend Bill had recently passed away. Lately it seemed he had been attending a lot of funerals. On those days, he didn't have lunch as they always had lots of sandwiches, cake and cookies after the service. Sometimes he didn't even have supper. His granddaughter, the nurse, was always after him about eating and taking his pills. He sure enjoyed it when she came to see him. It was too bad she couldn't come more than once every two weeks. A fellow could get pretty lonesome living by himself in a city. His joints were pretty stiff and it hurt to walk very far. He could no longer drive his car. Just thinking about when he lost his licence made him feel sad and isolated. That new bus schedule the city has was so confusing for older people. Next time the fellow from the church came he'd get him to explain it to him. You know, if he didn't know better he'd think he was having some memory loss. He could not remember if he took his blood pressure pills at breakfast. Did he even have breakfast?</p>

1. Define the following.
 - caudal _____
 - proximal _____
 - distal _____
 - sagittal plane _____
 - superior _____
 - coronal _____
 - transverse plane _____
 - frontal plane _____
 - inferior _____
 - ventral _____
 - dorsal _____

2. Define the prefix of the following:
 - cardiopulmonary _____
 - bronchoscope _____
 - craniotomy _____
 - retroperitoneal _____
 - postnasal _____
 - arthroporosis _____

3. Define the suffix of the following:
 - tonsillectomy _____
 - craniotomy _____
 - gerontology _____
 - enteritis _____
 - electrocardiogram _____

4. Explain the abbreviation or meaning of the following:
 - q2h _____
 - t.i.d. _____
 - gtts _____
 - p.r.n. _____
 - h.s. _____
 - a.c. _____
 - fld. _____
 - Rx _____
 - tinct. _____
 - ad.lib. _____
 - n.b. _____

5. Define the following:
 - a) anatomy _____
 - b) physiology _____
 - c) pathology _____
 - d) metabolism _____
 - e) anabolism _____
 - f) catabolism _____
 - g) catalyst _____
 - h) homeostasis _____
 - i) system _____
 - j) cell _____
 - k) anatomical position _____
 - l) mixtures _____
 - m) buffer _____
 - n) electrolyte _____
 - o) lipid _____
 - p) active transport _____
 - q) diffusion _____
 - r) osmosis _____
 - s) phagocytosis _____
 - t) benign _____
 - u) malignant _____
 - v) neoplasm _____
 - w) cartilage _____
 - x) idiopathic _____
 - y) endemic _____
 - z) chemotherapy _____

6. Fill in the blanks.
 - a) The front body cavities are grouped together and called the _____ cavities.
 - b) The back cavity has an imaginary division that divides it into an upper portion called the _____. In here you would find the organ called the _____.
 - c) The front body cavity is divided by the muscle called the _____. Which body function does this muscle control?
 - d) Directionally, the ribs lie _____ to, or in front of, the spinal column.
 - e) The fingers lie _____ to the wrist because they are further from their point of origin.
 - f) The knee lies below the shoulder and is therefore said to lie _____ to the shoulder.

7. Given a case study, students complete the following.
- a) Etiology _____
In this situation _____
 - b) Diagnosis _____
In this situation _____
 - c) Signs _____
In this situation _____
 - d) Symptoms _____
In this situation _____
 - e) Treatment _____
In this situation _____
 - f) Prognosis _____
In this situation _____
 - g) Disease classification in this situation is _____

After treatment is _____
 - h) Prevention _____
8. Define:
- asepsis _____
 - sterilization _____
 - disinfection _____
 - incidence _____
 - chlamydia _____
 - tissue _____

TASK	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Information Gathering and Processing	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A
Information Sharing	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and follows instructions accurately
- adheres to established timelines
- responds to directed questions and follows necessary steps to find answers
- uses time effectively

Information Gathering and Processing

- accesses basic in-school/community information sources
- uses one or more information-gathering techniques
- interprets and organizes information in a logical sequence
- records information accurately using correct technical terms
- distinguishes between fact and fiction/opinion/theory
- responds to feedback when current approach is not working

Content

- researches and reports on the responsibilities for providing health services of the:
 - federal government
 - provincial government
 - community
 - family
 - individual
 - private industries

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members

Information Sharing

- demonstrates effective use of one or more communication media:
e.g., written, oral, audio-visual
- communicates information in a logical sequence
- uses correct grammatical convention and technical terms
- cites three or more basic information sources

COMMENTS

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Analyzing Perspectives	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Evaluating Choices/ Making Decisions	4	3	2	1	0	N/A

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TASK CHECKLIST

The student:

Preparation and Planning

- accurately describes two health service issues on which people disagree
- poses an important question regarding the impact of the issue
- accesses basic in-school/community information sources regarding the issue
- uses one or more information-gathering techniques

Analyzing Perspectives

- clarifies different points of view regarding the issue, *e.g., social, economic, environmental*
- states a position on the issue and logical reasons for adopting that position
- states an opposing position on the issue and logical reasons for adopting that position
- identifies sources of conflict among different position
- distinguishes between fact and fiction/opinion/theory

Collaboration and Teamwork

- shares information and ideas appropriately among group members
- respects the views of others

Evaluating Choices/Making Decisions

- identifies useful alternatives for dealing with the issue
- establishes criteria for assessing each alternative
- _____
- _____
- develops a plan for dealing with the issue, based on established criteria
- reflects on strengths/weaknesses of the plan by considering consequences
- _____
- _____
- communicates information in a logical sequence to justify choices/decisions made
- _____
- _____

COMMENTS

Competency	Rating Scale				
	4	3	2	1	0
1. Presentation					
a. Legibility/readability					
b. Grammar					
– paragraph structure					
– punctuation					
– flow of ideas					
2. Content					
a. Key stakeholders identified; e.g., employers, employees, suppliers, OH&S officials					
b. Related legislation cited:					
– <i>Occupational Health and Safety Act</i>					
– General Safety Regulations					
– Chemical Hazards legislation (includes WHMIS)					
c. Workplace hazards identified					
d. Careers in safety-related fields described					

Rating Scale

Indicate the level of competency for each task by checking the appropriate box.

The student:

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To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

Competency	Rating Scale				
	4	3	2	1	0
1. Back Care While Lifting					
a. Back straight					
b. Lift with legs					
c. Object close as possible					
d. Minimal twisting or turning					
e. Bend at knees					
2. Using Personal Protective Equipment					
a. Select and properly use a variety of PPE including:					
– eye protection					
– hearing protection					
– head protection					
– body and limb protection					
– respiratory protection					

Rating Scale

Indicate the level of competency for each task by inserting the appropriate number from this rating scale.

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Rating Scale

Competency Level	Correct Answers
5 Excellent	18–21
4 Above Standard	15–17
3 At Standard	11–14
2 Below Standard	8–10
1 Repeat Unit	0–7

To qualify for credentialing, the student must attain a competency of 4 or 5.

1. In the event of a serious accident or injury at a work site, who is responsible for investigating and reporting it under the *OH&S Act*?
 - A. an OH&S officer
 - B. the victim
 - C. the employer
 - D. everyone at the work site
2. Which of the following hazards would not be covered under the OH&S regulations?
 - A. noise exposure
 - B. exposure to radioactivity
 - C. farm hazards
 - D. toxic chemical exposure
3. The main purpose of the OH&S legislation is to:
 - A. define standards and responsibilities
 - B. tell the worker how to do his or her job
 - C. tell managers how to manage their work sites
 - D. all of the above
4. Which of the following defines a competent worker?
 - A. adequately qualified
 - B. suitably trained
 - C. sufficiently experienced
 - D. all of the above

5. Which of the following types of accident should be investigated?
- A. injury accident
 - B. lost time accident
 - C. material and equipment damage
 - D. all of the above
6. The *Occupational Health and Safety Act* requires the employer to do which of the following things when there has been an accident resulting in a serious injury at his or her work site?
- A. notify a Director of Inspection as to the time, place and nature of the accident
 - B. carry out an investigation into the circumstances surrounding the accident
 - C. prepare a report in accordance with the regulations
 - D. all of the above
7. Which of the following operation(s) requires a code of practice?
- A. work that by regulation requires a safe work procedure
 - B. work that requires a worker who is competent under the regulation
 - C. work undertaken in confined spaces
 - D. all of the above
8. Which of the following have to be considered as potential work hazards?
- A. harmful substances
 - B. radiation
 - C. noise
 - D. all of the above
9. The primary routes of entry of harmful substances into the body are:
- A. eyes, skin, ingestion and inhalation
 - B. inhalation, absorption through the liver and kidneys, ingestion
 - C. skin absorption, ingestion, inhalation, injection
 - D. none of the above
10. Which of the following are employer or worker responsibilities under the Chemical Hazard Regulation?
- A. control of sources of contamination in excess of the occupational exposure limits
 - B. provide respiratory protective equipment
 - C. participate in employee training
 - D. all of the above

11. Which of the following methods of control is generally regarded to be the least desirable?
 - A. ventilation
 - B. chemical substitution
 - C. personal protective equipment
 - D. administrative controls

12. Occupational health hazards are addressed by regulations. Which of the following hazards are not covered by OH&S regulations?
 - A. noise exposure
 - B. exposure to radioactive materials
 - C. amount of weight a worker can lift
 - D. toxic chemical exposure

13. Employers must select their own specific standards to comply with regulations when:
 - A. there is an existing regulation standard
 - B. equipment meeting the required external standard is no longer available
 - C. the regulation requires a level of performance to be met
 - D. none of the above

14. Which of the following is not an external industrial standards used in the General Safety Regulation?
 - A. ANSI (American National Standards Institute)
 - B. NFPA (National Fire Protection Associations)
 - C. SAE (Society of Automotive Engineers)
 - D. UBC (United Brotherhood of Carpenters)

15. Which of the following activities is not assigned by regulation to the employer?
 - A. providing equipment that is in safe condition
 - B. ensuring a worker uses equipment safely
 - C. checking that no worker can be injured before a worker starts up machinery
 - D. establishing a code of practice for respiratory protective equipment

16. Which of the following conditions would not require a workplace label on a decanting container?
 - A. when the decanting container is filled directly from the supplier labelled container
 - B. when the decanting container is used by several different people in the work area
 - C. when the material in the decanting container is used immediately
 - D. none of the above

17. Which of the following sections in an MSDS would include data on the immediate and delayed hazardous effects of a chemical?
- A. the radioactivity data section
 - B. the toxicological properties section
 - C. the preventative measures section
 - D. the physical characteristics section
18. Which of the following sections in an MSDS would include information on the appearance and odour of a chemical?
- A. the toxicological properties section
 - B. the fire and explosion data section
 - C. the reactivity data section
 - D. the physical characteristics section
19. The Workers' Compensation Board is designed to:
- A. provide no-fault accident insurance for employees
 - B. protect employers from injury-related law suits
 - C. refer questions relative to workplace injuries to a board rather than to the courts
 - D. all of the above
20. When a worker is injured on a workplace, which of the following forms must be completed by the injured worker?
- A. Employer's Report of Accident
 - B. Employee's Report of Accident
 - C. Insurance Claim
 - D. Will
21. When a worker is injured in a workplace, which of the following forms must be completed by the employer?
- A. Employer's Report of Accident
 - B. Employee's Report of Accident
 - C. Insurance Claim
 - D. Will

Multiple Choice Test

1. C
2. C
3. A
4. D
5. D
6. D
7. C
8. D
9. A
10. D
11. C
12. C
13. C
14. D
15. C
16. C
17. B
18. D
19. D
20. B
21. A

Competency	Rating Scale				
	4	3	2	1	0
1. Presentation					
a. Legibility/readability					
b. Grammar					
– paragraph structure					
– punctuation					
– flow of ideas					
2. Identify hazards in the home or a selected workplace					
a. fire/burn hazards					
b. physical hazards (e.g., back, eyes, arms, hands)					
c. electrical hazards					
3. Suggest possible controls for hazards identified					
4. Describe types of personal protective equipment and other safety equipment:					
a. currently available in home or workplace					
b. not currently available in home or workplace					
5. Describe actions to be taken to:					
a. prevent accidents and injuries					
b. deal with accidents and injuries should they occur					

Rating Scale

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