



**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"> <li>• show a health action plan based upon a summary of past and present health history of an individual</li> <li>• describe the effect of personal career choices on:               <ul style="list-style-type: none"> <li>– self</li> <li>– family</li> <li>– friends</li> <li>– school/community</li> </ul> </li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• presenting an individual health summary (past and present) of self or of another. <i>Assessment Tool</i> <i>CMH1010–4: Presentations/Reports: Health Summary</i> <i>Standard</i> <i>Performance rating of 1 on the rating scale</i></li> <li>• applying the individual health summary in the development of a plan to maintain or improve health for the future. <i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i> <i>Illustrative Example: Personal Action Plan, CMH1010 Family Dynamics</i> <i>Standard</i> <i>Performance rating of one on the rating scale</i></li> <li>• completion of an analysis of Career Choices Worksheet. <i>Assessment Tool</i> <i>CMH1010–5: Career Choices Assessment Guide</i> <i>CMH1010–6: Career Choices: Illustrative Example</i> <i>Standard</i> <i>Performance rating of 1 on the rating scale</i></li> <li>• observations of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></li> </ul>	<p>30</p> <p>20</p> <p>Integrated throughout</p>

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

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Concept	Specific Learner Expectations	Notes
<ul style="list-style-type: none"> <li>• Communications (continued)</li> </ul>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• demonstrate communication skills to resolve conflicts:               <ul style="list-style-type: none"> <li>– awareness (identify the problem)</li> <li>– setting limits</li> <li>– argument (identify and evaluate the alternatives)</li> <li>– negotiation (choose the best solution)</li> <li>– follow-up (implement and evaluate the solution).</li> </ul> </li> </ul>	
<p>Observation, Assessment and Application</p>	<ul style="list-style-type: none"> <li>• research a family health history, documenting genetic lineages to various diseases</li> <li>• research and write a health history, including:               <ul style="list-style-type: none"> <li>– immunization records</li> <li>– medical history including medical conditions, childhood diseases, hospitalization and surgery</li> <li>– inherited diseases and predisposition to health problems</li> </ul> </li> <li>• prepare a personal action plan that may promote well-being throughout the lifespan.</li> </ul>	<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"> <li>• define, using the CTS definition of careers, the influence of personal life choices on:               <ul style="list-style-type: none"> <li>– family members throughout the life cycle</li> <li>– friends</li> <li>– community.</li> </ul> </li> </ul>	