

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 |
|--|---|--|
| <p>Nature of the Health System (continued)</p> | <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. |

