

MODULE CMH2070: SENSORY CHALLENGES

Level: Intermediate

Theme: Skills for Caring

Prerequisite: None

Module Description: Students examine sensory challenges and the impact on the individual and family dynamics, and identify available community resources and technologies. Students also have an opportunity to study communication skills for sensory challenged individuals.

Module Parameters: Access to instruction from an individual with formal, specialized training in American Sign Language or Braille.

Supporting Module: CMH2030 Community Volunteerism
A project module from Career Transitions will enhance student learning in this area.

Curriculum and Assessment Standards

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|--------------------|
| <i>The student will:</i> <ul style="list-style-type: none">identify situations and recommend solutions for sensory challenged individuals | <i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">a concept test consisting of a minimum of:<ul style="list-style-type: none">10 questions on hearing and visionfive questions on smell and tastefive questions on pressure, heat, cold, pain and touchtwo questions on position and balance. <i>Assessment Tool</i> <i>CMH2070-1: Concept Test: Sensory Challenges—Sample Questions</i> <i>Standard</i> <i>Performance rating of 50%</i> | 15 |
| | <ul style="list-style-type: none">describing a condition affecting the sensory system including:<ul style="list-style-type: none">causessigns and symptomstreatmentpreventionthe impact of the condition on the individual, the family and the communityresources and technologies availableadaptations to promote independence. <i>Assessment Tool</i> <i>CMH2070-2: Presentations/Reports: Sensory Challenges</i> <i>Standard</i> <i>Performance rating of 2 on the rating scale</i> | 25 |

MODULE CMH2070: SENSORY CHALLENGES (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe a personal action plan that will promote and maintain a healthy sensory system • demonstrate techniques that assist communication with a sensory challenged individual • identify career opportunities related to the field of sensory challenges • demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • applied problem solving in which the student presents a personal action plan to promote and maintain a healthy sensory system. <i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i> <i>Standard</i> <i>Performance rating of 2 on the rating scale</i> • a practical activity in which the student demonstrates communication techniques to assist a vision or hearing challenged individual. <i>Assessment Tool</i> <i>CMH3070–3: Communication Skills Assessment</i> <i>Standard</i> <i>Performance rating of 2 in each skill</i> • completion of three career profiles for careers in this area including personal characteristics, education/qualifications, duties/working conditions, salary range and benefits, employment opportunities, advancement potential and personal qualifications. <i>Assessment Tool</i> <i>CMH–CAR: Career Profiles</i> <i>Standard</i> <i>Performance rating all sections completed for three career profiles</i> • observations of individual effort and interpersonal interactions during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> | <p>10</p> <p>40</p> <p>10</p> <p>Integrated throughout</p> |

MODULE CMH2070: SENSORY CHALLENGES (continued)

| Concept | Specific Outcomes | Notes |
|---|---|---|
| The Human Body | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify, describe and state the function of the sensory system components (vision, hearing, taste, smell, touch, position and balance) • identify conditions that may affect the sensory system through the lifespan as to: <ul style="list-style-type: none"> – causes – signs and symptoms – treatment – prevention • describe the impact of a sensory challenge on the individual, the family and the community. | <p>Conduction loss. Sensorineural loss.</p> <ul style="list-style-type: none"> • acoustic neuroma • cataracts • glaucoma • Meniere’s disease • myringotomy • otosclerosis • retinitis pigmentosa • retinopathies. <p>Physical, social, economic, intellectual, spiritual.</p> |
| Observation, Assessment and Application | <ul style="list-style-type: none"> • describe adaptations to activities of daily living a sensory challenged individual makes to promote independence • identify specific treatments, technologies and community resources available to the individual with a specific sensory challenge. • demonstrate communication techniques for a hearing or vision deficit. | <p>Advocacy.</p> <p>Multimedia technologies. Cochlear implants.</p> <p>Learn the basics of sign language or Braille. Expand with a project module (CRT) or Community Health Volunteerism (CMH2030). Community resources.</p> |
| Health Promotion | <ul style="list-style-type: none"> • outline measures an individual can take to promote and maintain a healthy sensory system. | <p>Personal action plan.</p> |
| Career Exploration | <ul style="list-style-type: none"> • research careers available in the area of sensory challenges including: <ul style="list-style-type: none"> – duties, working conditions – personal characteristics – education qualifications (locations, length, cost, course content) – salary range and benefits – employment opportunities – advancement potential. | |

