

**MODULE CMH3030: AGING****Level:** Advanced**Theme:** Sociocultural Perspectives**Prerequisite:** None**Module Description:** Students gain an understanding of the issues involved with the aging process and the impact of such issues on the individual, the family and the community. Students identify community resources and recognize the importance of seniors as a resource to the community.**Note:** This module includes concepts that may be particularly sensitive to students, parents or community members.**Module Parameters:** No specialized equipment or facilities.**Supporting Module:** CMH2030 Community Volunteerism  
A project module from Career Transitions**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"> <li>identify the contributions seniors make to society</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>identifying and addressing the contributions seniors make to society.</li> </ul> <p><i>Assessment Tool</i> <i>CMH3030-1: Presentations/Reports: Seniors' Contributions</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	10
<ul style="list-style-type: none"> <li>identify the physical, economic, emotional and intellectual changes that occur with aging and the adaptations required</li> </ul>	<ul style="list-style-type: none"> <li>a concept test with a minimum of 20 questions assessing the following: <ul style="list-style-type: none"> <li>age-related changes (physical, economic, emotional, intellectual)</li> <li>adaptations required for aging.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> <i>CMH3030-2: Sample Questions: Aging</i></p> <p><i>Standard</i> <i>Performance rating of 50%</i></p>	20
<ul style="list-style-type: none"> <li>describe a personal action plan to prepare for healthy aging</li> </ul>	<ul style="list-style-type: none"> <li>applied problem solving in which the student presents a personal action plan to prepare for healthy aging.</li> </ul> <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i> <i>Illustrative Example: Personal Action Plan</i> <i>CMH3030 Aging</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p>	10

**MODULE CMH3030: AGING (continued)**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• describe the signs, symptoms and care required for age-related conditions</li> <li>• identify various adjustments required as a result of loss</li> <li>• identify and evaluate community support resources and profile a career related to the aging community</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• describing an age-related condition including:               <ul style="list-style-type: none"> <li>– signs and symptoms</li> <li>– treatment and care</li> <li>– impact on the individual, family and the community</li> <li>– community support resources available.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>CMH3030–3: Presentations/Reports: Aging</i></p> <p><i>Standard</i>  <i>Performance rating of 3 on the rating scale</i></p>	20
	<ul style="list-style-type: none"> <li>• an applied problem-solving activity in which the student, using a minimum of two scenarios depicting loss, predicts possible outcomes including:               <ul style="list-style-type: none"> <li>– stages in grieving</li> <li>– financial considerations</li> <li>– psychological effects</li> <li>– ethical aspects</li> <li>– cultural influences</li> <li>– changing family roles</li> <li>– support services available.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>CMHSCN: Scenarios</i>  <i>CMH3030–4: Loss: Sample Scenarios</i></p> <p><i>Standard</i>  <i>Performance rating of 3 on the rating scale for each scenario</i></p>	20
	<ul style="list-style-type: none"> <li>• identifying and evaluate a minimum of three community resources available to seniors</li> <li>• completion of one career profile related to the aging community including:               <ul style="list-style-type: none"> <li>– duties</li> <li>– education/training required</li> <li>– employment opportunities</li> <li>– salary and benefits.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>CMHCR: Community Resource</i></p> <p><i>Standard</i>  <i>Performance rating of 3 on the rating scale</i></p>	20

**MODULE CMH3030: AGING (continued)**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <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>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Orientation</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>describe the stereotypical attitudes towards aging:               <ul style="list-style-type: none"> <li>analyze his or her own attitudes towards seniors</li> <li>identity common descriptive phrases used to describe seniors</li> </ul> </li> <li>describe the contributions seniors make to society, such as personal, family, community and global.</li> </ul>	<p>Role play, media watch, attitude check list, portrayal in the media, myths and realities.</p>
<p>The Healthy Body</p>	<ul style="list-style-type: none"> <li>identify the physical changes that occur during the aging process and the adaptations required to adjust to these changes</li> <li>describe the impact of aging on the individual, the family and the community:               <ul style="list-style-type: none"> <li>financial</li> <li>health</li> <li>housing</li> <li>social policies</li> <li>employment</li> <li>culture differences</li> <li>changing roles within the extended family</li> <li>recreation</li> <li>senior centres</li> </ul> </li> <li>identify the resources available to seniors in the community.</li> </ul>	<p>Interview a doctor and/or seniors.</p> <p>Physical, social, emotional, intellectual.</p> <p>Apartment, granny flats, total care home, 50+ housing complexes, “snow birds.”</p> <p>Pre-retirement counselling</p> <p>Post-retirement adjustment.</p> <p>Senior centres, Family and Community Support Services, Home Care, Meals on Wheels, Library on Wheels.</p>

**MODULE CMH3030: AGING (continued)**

Concept	Specific Learner Expectations	Notes
Health Promotion	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• complete a personal action plan to prepare for healthy aging.</li> </ul>	
Observation, Assessment and Application	<ul style="list-style-type: none"> <li>• describe the care required for conditions associated with aging and determine the impact on the individual, family and the community</li>   <li>• describe the adjustments in lifestyle that result from the loss of a family member:               <ul style="list-style-type: none"> <li>– stages in grieving</li> <li>– financial, legal</li> <li>– psychological</li> <li>– ethical aspects of death (euthanasia)</li> <li>– cultural influences</li> <li>– changing family roles</li> <li>– support services available.</li> </ul> </li> </ul>	<p>E.g.: Alzheimer's, diabetes, osteoporosis, heart conditions, strokes. (cardiovascular/ cerebrovascular conditions).</p> <p>Guest speakers; e.g.: lawyer, funeral home operator, multicultural panel, school guidance counsellors.</p>
Career Exploration	<ul style="list-style-type: none"> <li>• research and analyze career opportunities available within the aging community:               <ul style="list-style-type: none"> <li>– types of careers</li> <li>– duties, working conditions</li> <li>– educational requirements</li> <li>– employment opportunities</li> <li>– salary range and benefits.</li> </ul> </li> </ul>	