

MODULE CMH3090: NERVOUS/ENDOCRINE SYSTEMS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the causes, signs and symptoms, treatment and prevention of neurological and endocrine emergencies • describe a personal action plan that will promote and maintain healthy nervous and endocrine systems • identify career opportunities related to nervous and endocrine systems • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • practical problem-solving activities in which the student, using a minimum of two scenarios, recognizes and demonstrates first-aid procedures for neurological and endocrine emergencies. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH3090–3: Nervous/Endocrine Sample Scenarios</i> <i>Illustrative Example: Scenario CMH3090 Nervous/Endocrine System</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale for each scenario</i></p> <ul style="list-style-type: none"> • applied problem solving in which the student develops a personal action plan to promote and maintain healthy nervous and endocrine systems. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p> <ul style="list-style-type: none"> • completion of three career profiles for careers related to the nervous and endocrine systems, including: <ul style="list-style-type: none"> – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – advancement potential – salary range and benefits – personal characteristics. <p><i>Assessment Tool</i> <i>CMH–CAR: Career Profile</i></p> <p><i>Standard</i> <i>Three career profiles; all sections completed for each profile</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>20</p> <p>10</p> <p>10</p> <p>Integrated throughout</p>

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Concept	Specific Learner Expectations	Notes
The Healthy Body	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe the components of the nervous system: <ul style="list-style-type: none"> – central nervous system – peripheral nervous system and divisions • describe the structure of neurons and identify the various types, distinguishing between myelinated and unmyelinated neurons • state how an impulse is transmitted along a neuron and across a synapse • identify the main neurotransmitters • identify the major structures of the brain and state the function of each • identify the structure and function of the spinal cord and diagram how impulses travel along the reflex arc • identify, describe and state the functions of the endocrine glands • identify and state the function of the hormones produced by the endocrine glands and compare steroid and protein hormones: <ul style="list-style-type: none"> – demonstrate how feedback systems control the production and release of hormones • compare and contrast the effects of the nervous and endocrine system on body functioning. 	<p>Diagram to label.</p> <p>Software.</p> <p>Diagram and case study.</p> <p>Diagrams to label.</p> <p>Positive feedback/ negative feedback.</p> <p>Software</p>

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Concept	Specific Learner Expectations	Notes
<p>Observation, Assessment and Application</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • analyze the pathology, causes, signs and symptoms, prevention and treatment of conditions involving the nervous and endocrine systems • analyze the social, emotional and economic effects of these conditions on the individual, family, peers and the community • identify factors to reduce the impact of a nervous system disorder or disease on the individual and his or her family • list available community support resources • identify neurological and endocrine emergencies, and describe and demonstrate appropriate care. 	<p>Presentation, case study, report. Software.</p> <p>Case study.</p> <p>Nervous System:</p> <ul style="list-style-type: none"> • Alzheimer’s disease • cerebral palsy • epilepsy • hydrocephalus • meningitis • multiple sclerosis • neuralgia • Parkinson’s Disease. <p>Endocrine System:</p> <ul style="list-style-type: none"> • gigantism/acromegaly • Addison’s disease • cretinism/myxedema • Cushing’s syndrome • diabetes (insipidus and mellitus) • hypo/hyperthyroidism. <ul style="list-style-type: none"> • Spinal cord injuries. • Unconscious patient. • Thyroid storm. <p>Rehabilitation and physiology (speech, recreational, occupational).</p> <p>Guest speakers. Interviews. Panel discussions.</p>
<p>Health Promotion</p>	<ul style="list-style-type: none"> • describe lifestyle behaviours that would reduce accidents that could result in neurological and/or endocrine damage. 	<p>Helmets, seatbelts, vehicle restraints.</p> <p>Occupational safety.</p> <p>Nutrition.</p> <p>Personal action plan.</p>
<p>Career Exploration</p>	<ul style="list-style-type: none"> • identify career opportunities available in the area of neurology or endocrinology. 	<p>Job shadow.</p> <p>Guest speakers.</p>