

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Community Health.

Intermediate level courses help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

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MODULE CMH2010: ADOLESCENT HEALTH ISSUES**Level:** Intermediate**Theme:** Sociocultural Perspectives**Prerequisite:** None**Module Description:** Students explore and examine various health issues that are of interest to modern adolescent teens, and identify community resources available to teenagers.**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"> compare and contrast contemporary North American adolescents with adolescents of a previous era or a different culture | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> comparing contemporary adolescents with adolescents of a previous era or a different culture. <i>Assessment Tool</i> <i>CMH2010-1: Presentations/Reports: Adolescents</i> <i>Standard</i> <i>Performance rating of 2 on the rating scale</i> | 20 |
| <ul style="list-style-type: none"> identify and describe health issues that affect the well-being of the adolescent | <ul style="list-style-type: none"> identifying and describing an adolescent health issue as it affects all dimensions of well-being. <i>Assessment Tool</i> <i>CHM2010-2: Research Process: Adolescent Health Issues</i> <i>Standard</i> <i>Performance rating of 2 on the rating scale</i> | 45 |
| <ul style="list-style-type: none"> identify and evaluate community resources that are available for adolescents, and profile a career opportunity in this area | <ul style="list-style-type: none"> identifying and evaluating a minimum of five community resources available for adolescents. Complete a profile for a career opportunity that promotes adolescent health. <i>Assessment Tool</i> <i>CMHCR: Community Resource</i> <i>Standard</i> <i>Performance rating of 2 on the rating scale</i> | 15 |

MODULE CMH2010: ADOLESCENT HEALTH ISSUES (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 well-being throughout the lifespan • 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 addresses an adolescent issue and develops a personal action plan that will promote well-being throughout the lifespan. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale</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;">20</p> <p style="text-align: center;">Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|----------------------------|--|--|
| <p>Healthy Adolescents</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • define adolescence and related concepts such as: <ul style="list-style-type: none"> – maturity – puberty – teenager – juvenile – youth • compare the various viewpoints of adolescence from the perspectives of theorists • evaluate current perceptions of adolescents, giving reasons why these perceptions exist and ways teenagers can dispel or perpetuate these perceptions. | <p>Psychology and child development text books.</p> <p>Energetic, assertive, drive toward independence, loyal, enthusiastic, pampered, spoiled, irresponsible, immoral, cynical, rebellious, hedonistic.</p> |

MODULE CMH2010: ADOLESCENT HEALTH ISSUES (continued)

| Concept | Specific Learner Expectations | Notes |
|---|--|---|
| Healthy Adolescents (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare and contrast adolescents of today to adolescents of previous eras: <ul style="list-style-type: none"> – colonial adolescents – roaring 20s – jitterbug era – rock’n roll 50s – “hippie,” “flower child” – generation X. | Develop a comparative chart, dress, music, education, sexuality, leisure time, role expectations. |
| Cultural Diversities | <ul style="list-style-type: none"> • compare and contrast expectations of adolescents in a multicultural framework. | Exchange students. |
| Observation, Assessment and Application | <ul style="list-style-type: none"> • identify concerns and issues of the adolescent considering the interrelatedness of all dimensions of well-being; e.g.: <ul style="list-style-type: none"> – physical; e.g.: <ul style="list-style-type: none"> • weight control—underweight/overweight • tanning salons • substance use/abuse • smokeless tobacco, cigarettes • tattooing and body piercing – intellectual; e.g.: <ul style="list-style-type: none"> • concerns beyond school • grades • post-secondary decisions • graduation grief • grades versus part-time work – emotional; e.g.: <ul style="list-style-type: none"> • depression • anxiety, stress • family concerns—effects of divorce, separation, step-families • suicide – spiritual; e.g.: <ul style="list-style-type: none"> • cults • Satanism • religious influences positive/negative | <p>Eating disorders.</p> <p>Steroid use. Alcohol, drugs, prescription drugs.</p> |

MODULE CMH2010: ADOLESCENT HEALTH ISSUES (continued)

| Concept | Specific Learner Expectations | Notes |
|--|--|---|
| <p>Observation, Assessment and Application (continued)</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify concerns and issues of the adolescent considering the interrelatedness of all dimensions of well-being; e.g.: <ul style="list-style-type: none"> – social; e.g.: <ul style="list-style-type: none"> • peer expectations/ perceptions • STDs • teen pregnancy, teen parenting—dating/ relationship abuse • teen/parent conflict • teen runaways • juvenile delinquency • research adolescent health issues including: <ul style="list-style-type: none"> – an assessment of the predominance of the issue as related to adolescents of today – a review of current literature dealing with the issue – a discuss on how the issue affects all dimensions of well-being – community resources available to adolescents – a personal action plan that will promote well-being throughout the lifespan. | <p>This research may be teacher directed, student directed or a combination.</p> <ul style="list-style-type: none"> • may be good to establish criteria for class to research the first topic as a class (teacher directed) before having students research one topic each. • to select the topic, have an anonymous poll of topics students are most interested in (or a vote) and focus on these. |
| <p>Career Exploration</p> | <ul style="list-style-type: none"> • research potential career opportunities related to the health issues of adolescents; e.g.: <ul style="list-style-type: none"> – social workers – counsellors – coaches – recreational directors – probation officers – police – pastoral occupations. | <p>May occur as part of research and report presentations.</p> |

Note

*Effective September 2001,
pages E.8 to E.10 have been deleted
and not replaced.*

[The intermediate level CMH2020: Perspectives on Marriage course has been redesignated as an advanced level CMH3140: Perspectives on Marriage course.]

MODULE CMH2030: COMMUNITY VOLUNTEERISM

Level: Intermediate

Theme: Sociocultural Perspectives

Prerequisite: None

Module Description: Students, through exploration and participation, examine and demonstrate the roles of effective community volunteers.

Module Parameters: All student release forms required by the school must be in place.

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"> • perform, as a volunteer, assigned tasks and responsibilities efficiently and effectively | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • a portfolio including: <ul style="list-style-type: none"> – personal qualities/attributes – job description outlining duties and expectations of the volunteer and the beneficiary – placement assessment: <ul style="list-style-type: none"> • individual effort • interpersonal interactions • resource management • health and safety. <p><i>Assessment Tool</i> <i>CMHPTF: Portfolio</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p> | <p>70</p> |
| <ul style="list-style-type: none"> • describe personal performance as a volunteer | <ul style="list-style-type: none"> • prepare a personal assessment of a volunteer experience including: <ul style="list-style-type: none"> – assessment of present competencies – personal action plan for improving competencies. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p> | <p>20</p> |

MODULE CMH2030: COMMUNITY VOLUNTEERISM (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify and describe careers related to community volunteerism • demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • identifying and describing career opportunities related to the volunteer experience. <p><i>Assessment Tool</i> <i>CMHPTF: Portfolio</i></p> <p><i>Standard</i> <i>Performance rating 2</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>10</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|---------------------|--|--|
| <p>Volunteerism</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • define volunteerism • describe the personal reward of volunteering: <ul style="list-style-type: none"> – self-esteem – learning – résumé – reference – experience community awareness – career awareness – initiate health promotion • list and assess societal benefits of volunteerism | <p>Volunteer work is done by persons of any age who give of their time, talents and energy to help others.</p> |

MODULE CMH2030: COMMUNITY VOLUNTEERISM (continued)

| Concept | Specific Learner Expectations | Notes |
|---|--|--|
| Volunteerism (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • outline the potential impact of volunteerism on opportunities for paid employment • outline and discuss the essential characteristics of a volunteer: <ul style="list-style-type: none"> – confidentiality/ethics – attendance/punctuality – resource/time management – adherence to rules and regulations – safety – enthusiasm – sense of humour. | <ul style="list-style-type: none"> • Reliability • courtesy • caring • respectful. |
| Client | <ul style="list-style-type: none"> • outline the clients' responsibilities • describe what behaviours might be encountered from the clients (e.g., gratitude, embarrassment, resentment) • identify possible reasons for these behaviours and suggest strategies to deal with them. | Therapeutic reciprocity. |
| Observation, Assessment and Application | <ul style="list-style-type: none"> • research a suitable community placement that will enhance interests and abilities. Write a job description outlining the duties and expectations. With the teacher's and client's approval, finalize arrangements • practise approximately 20 hours of volunteerism in a teacher-approved community locale • analyze an evaluation by the client and a self-evaluation of the volunteer position. | <p>Telephone several agencies and make an appointment to discuss suitability, needs and wants, time, duties, etc.</p> <ul style="list-style-type: none"> • Relationship with client • Use of previously acquired knowledge and skills. |
| Career Exploration | <ul style="list-style-type: none"> • match the volunteer activity(ies) to a possible career opportunity. | |

MODULE CMH2050: DAY CARE 1**Level:** Intermediate**Theme:** Skills for Caring**Prerequisite:** None**Module Description:** Students investigate the roles and responsibilities of a child care worker, and develop communication and observation skills. Students also develop skills to assist in the physical, social, emotional and intellectual development of children from birth to age six.**Module Parameters:** No specialized equipment or facilities.**Note:** If students successfully complete Day Care 1 and Day Care 2, two practicum modules and are 16 years of age, they are eligible for a Level I Orientation Qualification Certificate providing the objectives of the *Self-Study Orientation Course for Day Care Centre Staff*★ have been met. This is the minimum qualification required for day care employees in Alberta. Students should be aware that a security check will be required for employment in a day care.

For certification, students must complete a practicum module from Career Transitions in a Day Care centre, under the supervision of a staff member with a minimum Level II Day Care Centre Staff Provincial Qualification Certificate.

Supporting Module: CMH1050 Child Development**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"> describe the roles and responsibilities of a child care worker | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> completion of the tasks and roles assignment (Learning Record PM1-7).† <i>Assessment Tool</i> <i>CMH2050-1: Day Care Assessment Tool</i> <i>Standard</i> <i>Performance rating of 2 on the rating scale</i> | 5 |
| <ul style="list-style-type: none"> identify aspects of safety that must be considered in a day care setting | <ul style="list-style-type: none"> completion of an observation sheet and/or checklist that identifies safe practices in a day care setting. <i>Assessment Tool</i> <i>CMH2050-1: Day Care Assessment Tool</i> <i>Standard</i> <i>Performance rating of 2 on the rating scale</i> | 5 |

★ *Self-Study Orientation Course for Day Care Staff*, available from Alberta Family and Social Services Day Care Programs, Seventh Street Plaza, 10030 – 107 Street, Edmonton, Alberta, T5J 3E4.† Exercises and learning records are found in the *Self-Study Orientation Course for Day Care Staff*.

MODULE CMH2050: DAY CARE 1 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate communication and observation skills necessary for effective child care • identify strategies to promote physical, emotional, social, intellectual and creative development of a child • describe developmentally appropriate experiences, materials and activities that promote language development | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • demonstrating techniques for active listening by completing PM2-6 and Learning Records PM2-11, PM2-12.† <p><i>Assessment Tool</i> <i>CMH2050–1: Day Care Assessment Tool</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p> | 20 |
| | <ul style="list-style-type: none"> • completion of observation assignments (PM3-8, and Learning Records 3-13/14 and 3-15) to demonstrate understanding of “observable behaviour” and “thoughtful inference.”† <p><i>Assessment Tool</i> <i>CMH2050–1: Day Care Assessment Tool</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p> | 20 |
| | <ul style="list-style-type: none"> • completion of Learning Records PM4-13/14, PM5-11/12, PM5-14, PM7-15/16/17 or equivalent observation assignment to demonstrate an understanding of the stages of development and tasks associated with physical, emotional, social, intellectual and creative growth.† <p><i>Assessment Tool</i> <i>CMH2050–1: Day Care Assessment Tool</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p> | 30 |
| <ul style="list-style-type: none"> • completion of PM6-10 and Learning Record PM6-11 and PM6-13 indicating responses that promote language development.† <p><i>Assessment Tool</i> <i>CMH2050–1: Day Care Assessment Tool</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p> | 10 | |

MODULE CMH2050: DAY CARE 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|---|--|--|
| Management | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • research the dynamics of communication: <ul style="list-style-type: none"> – how people communicate – skills for active listening – barriers to communication • explain why observing and recording behaviour is important: <ul style="list-style-type: none"> – record children’s behaviour objectively and make thoughtful inferences – identify factors that might influence observations. | <p>Session 2 <i>Self-Study Orientation Course for Day Care Staff.</i></p> <p>Alternate strategies: Scenarios.</p> <p>Session 3 <i>Self-Study Orientation Course for Day Care Staff.</i></p> <p>Reference: <i>Studying Children: Observing and Participating.</i></p> <p>Observation at a day care.</p> <p>Discussion with day-care staff.</p> |
| <p>The Healthy Child</p> <ul style="list-style-type: none"> • Physical Development • Health Promotion • Safety | <ul style="list-style-type: none"> • describe the stages of physical development and distinguish between fine and gross motor skills • identify factors that influence growth and development, including: <ul style="list-style-type: none"> – heredity – environment – opportunity – stimulation/affection – nutrition – illness and special needs – other (climate, etc.) – sex (gender) differences • describe activities that promote physical growth and development • identify some factors to consider when providing a safe environment for physical growth and development | <p>Reference: Session 4 of <i>Self-Study Orientation Course for Day Care Staff.</i></p> <p>Observation and practice at day care.</p> <p>References: <i>Studying Children: Observing and Participating.</i></p> <p>Discussions with day-care staff.</p> <p>Videos: <i>Developing Child; First Two Years: What Lily Learned Years Three Through Five: What Lily Learned</i></p> <p>Pamphlet: <i>Good Food For Growth: Preschool Nutrition.</i></p> <p>Session 4: <i>Self-Study Orientation for Day Care Workers.</i></p> <p>Video: <i>Toddler Safety, What Lily Learned.</i></p> <p>Pamphlet: <i>Is Your Child Safe?</i></p> |

MODULE CMH2050: DAY CARE 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|---|--|--|
| <ul style="list-style-type: none"> • Intellectual Development • Language/Literacy Development | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • define intellectual development: <ul style="list-style-type: none"> – identify the stages of intellectual development • identify how children use materials differently at various stages of intellectual development • describe appropriate practices that would support intellectual development • describe how language develops • describe how to stimulate early literacy learning • identify caregiver strategies that would promote language development • plan and implement activities that would promote language development. | <p>Session 5: <i>Self-Study Orientation for Day Care Workers.</i></p> <p>Videos: same as for “The Healthy Child.”</p> <p>Session 6, <i>Self-Study Orientation for Day Care Workers.</i> Video: <i>Day Care Matters: Communicating With Children.</i> Pamphlet: <i>Let’s Talk About Talking.</i></p> |
| <p>Social-Emotional Development</p> | <ul style="list-style-type: none"> • describe the development of trust, initiative and independence as children develop emotionally and socially: <ul style="list-style-type: none"> – self-esteem • identify guidelines for an emotionally safe environment that would encourage positive development • demonstrate and practise appropriate responses and experiences that support the emotional and social development of young children • identify and assess appropriate actions for dealing with children's strong emotions • explain how physical, social, emotional and intellectual development are interrelated. | <p>Session 7, <i>Self-Study Orientation for Day Care Workers.</i></p> <p>Videos: Same as for “The Healthy Child.”</p> <p>Video: <i>Discipline: What Lily Learned.</i></p> |
| <p>Career Exploration</p> | <ul style="list-style-type: none"> • list his or her personal characteristics and skills that would be useful for a career in child care. | |

MODULE CMH2060: HOME CARE 2 (PERSONAL CARE SERVICES)**Level:** Intermediate**Theme:** Skills for Caring**Prerequisite:** CMH1060 Home Care 1**Module Description:** Students identify and demonstrate the skills necessary to provide personal care services for individuals with special needs, recognizing the impact on the individual and family members.**Module Parameters:** Access to instruction from an individual with formal, specialized training in health care skills.**Supporting Module:** A project module from Career Transitions in a community care facility will enhance student learning in this area.**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 the basic needs of client, caregiver and the client's family | <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, given three scenarios, describes the holistic needs of the client, the caregiver and the client's family. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale for each scenario</i></p> | 10 |
| <ul style="list-style-type: none"> demonstrate personal care recording and reporting procedures | <ul style="list-style-type: none"> practical charting activities in which the student prepares clear, concise written notes and verbal reports. <p><i>Assessment Tool</i> <i>CMHHCS: Home Care Skills: Home Care 2</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale</i></p> | 10 |

MODULE CMH2060: HOME CARE 2 (PERSONAL CARE SERVICES) (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</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>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|--|--|--|
| <p>Health Promotion</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> describe the characteristics of physical, emotional, economic and social health as they apply to both client and caregiver, applying a basic understanding of the lifespan. | <ul style="list-style-type: none"> Maslow’s Hierarchy. Developmental tasks through lifespan. |
| <p>Observation, Assessment and Application</p> | <ul style="list-style-type: none"> identify special conditions related to the body systems; e.g.: cancer, arthritis, osteoporosis, Parkinson’s, epilepsy, spinal cord injuries, diabetes, multiple sclerosis, cerebral palsy, asthma, including: <ul style="list-style-type: none"> disease processes heredity factors aging components care required outline the impact of these conditions on the individual, the caregiver, the family and the community identify community support resources available | <p>Use resources from specific community agencies.</p> |

MODULE CMH2060: HOME CARE 2 (PERSONAL CARE SERVICES) (continued)

| Concept | Specific Learner Expectations | Notes |
|--|---|--|
| <p>Observation, Assessment and Application (continued)</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the nutritional requirements of individuals with special dietary needs considering: <ul style="list-style-type: none"> – four food groups – well-balanced diet – presentation of meals – meals to promote recovery – cultural – special diets – physical problems • describe and/or demonstrate personal care skills necessary in the following areas: <ul style="list-style-type: none"> – bed bath, tub or shower – mouth care (dentures or other) – skin care, shaving, massage, foot, nail, and hair care – bowel/bladder elimination (bed pan, urinal or commode) – feeding – dressing a client – positioning to prevent skin breakdown – range of motion exercises – transferring a person – bed making (closed, open or occupied), accessory bed devices – cast care – aids or prostheses • identify guidelines for recording and reporting procedures, employing the senses and demonstrating components of client observation (body systems, emotional, and social): <ul style="list-style-type: none"> – observe and report observations effectively, explaining their importance and distinguishing between the separate categories (facts and opinions) – prepare clear and concise written and verbal reports | <ul style="list-style-type: none"> • <i>Canada's Food Guide to Healthy Eating.</i> • Module FOD3010 Food Through the Lifecycle. <p>Plan, prepare and evaluate meals to meet the requirements of a person with special needs.</p> <ul style="list-style-type: none"> • Types of baths. • Equipment necessary. • Health promotion. • Consider cultural diversity, personality, privacy issue, lifespan stages. • Universal precautions for infection control (including gloves and masks when appropriate). <p>Use community resources:</p> <ul style="list-style-type: none"> • Use physiotherapists as resources. <ul style="list-style-type: none"> • Dignity and privacy. • Review basic aseptic techniques. <p>Observation and communication skills in:</p> <ul style="list-style-type: none"> • Self-awareness. • Appropriate feedback. • Biological needs. • Psychological needs. |

MODULE CMH2060: HOME CARE 2 (PERSONAL CARE SERVICES) (continued)

| Concept | Specific Learner Expectations | Notes |
|---|---|--|
| Observation, Assessment and Application (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • define principles of rehabilitation with a focus towards maximizing the client’s abilities • research activities and interests that would promote wellness. | <p>Occupational/recreational therapists. Physiotherapists. Respiratory therapists.</p> |
| Career Exploration | <ul style="list-style-type: none"> • list personal knowledge, skills and abilities, and relate them to career options in one of the following areas: continuing care centre, active treatment or rehabilitation, private duty registry, community health services. | |

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 vision five questions on smell and taste five questions on pressure, heat, cold, pain and touch two questions on position and balance. <i>Assessment Tool</i> CMH2070-1: <i>Concept Test: Sensory Challenges—Sample Questions</i> | 15 |
| | <ul style="list-style-type: none"> describing a condition affecting the sensory system including: <ul style="list-style-type: none"> causes signs and symptoms treatment prevention the impact of the condition on the individual, the family and the community resources and technologies available adaptations to promote independence. <i>Assessment Tool</i> CMH2070-2: <i>Presentations/Reports: Sensory Challenges</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 Learner Expectations | 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. | |

MODULE CMH2080: RESPIRATORY SYSTEM (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 respiratory emergencies • describe a personal action plan that will promote and maintain a healthy respiratory system • identify career opportunities related to respiratory health • 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 respiratory emergencies and demonstrates appropriate first-aid procedures. <i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH2080–3: Respiratory Emergencies: Sample Scenarios</i> <i>Standard</i> <i>Performance rating of 2 for each scenario</i> • applied problem solving in which the student develops a personal action plan to promote/maintain respiratory health. <i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i> <i>Standard</i> <i>Performance rating of 2 for each scenario</i> • completion of three career profiles for careers in this area including: <ul style="list-style-type: none"> – duties, working conditions – education qualifications – employment opportunities – advancement potential – salary and benefits – personal characteristics. <i>Assessment Tool</i> <i>CMH–CAR: Career Profiles</i> <i>Standard</i> <i>Three career profiles; all sections completed for each profile</i> • 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> | <p>20</p> <p>10</p> <p>10</p> <p>Integrated throughout</p> |

MODULE CMH2080: RESPIRATORY SYSTEM (continued)

| Concept | Specific Learner Expectations | Notes |
|---|--|---|
| The Healthy Body | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify, describe and state the functions of the structures of the respiratory system: <ul style="list-style-type: none"> – nasal cavity – pharynx – trachea – epiglottis – larynx – bronchi – bronchioles – alveoli – pleura – lungs • explain mechanism of pulmonary ventilation • describe how respirations are regulated and identify factors that alter respiratory rate and volume. | <ul style="list-style-type: none"> • Stethoscope • Models • Diagrams • Dissection • Software • CD ROM. <p>Develop a flow chart that shows the mechanism of pulmonary ventilation.</p> <p>Spirometer.</p> |
| Observation, Assessment and Application | <ul style="list-style-type: none"> • describe the causes, signs and symptoms and treatment of acute and chronic respiratory conditions in individuals throughout the lifespan • identify the social, emotional and economic effects of these conditions on the individual, the family, peers and the community • identify the equipment that is available for respiratory conditions • outline the community resources available to individuals with respiratory conditions • describe the causes, signs and symptoms, treatment, and prevention of respiratory emergencies; e.g., acute asthmatic attack, flail chest, airway obstruction, respiratory arrest. | <p>For example: colds, flu, pneumonia, bronchitis, asthma, pleurisy.</p> <p>Presentations. Reports. Role play. Guest speakers.</p> <p>Use of oxygen, suction, inhalers, masks, bronchoscope, tracheotomy tubes.</p> <p>Infant, child, adult, obese, pregnant.</p> |
| Health Promotion | <ul style="list-style-type: none"> • outline measures an individual can take to promote and maintain a healthy respiratory system. | <p>Personal action plan.</p> |

MODULE CMH2080: RESPIRATORY SYSTEM (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------------|--|-------|
| Career Exploration | <p><i>The student should:</i></p> <ul style="list-style-type: none">• research and analyze career choices available in the area of respiratory technologies:<ul style="list-style-type: none">– duties, working conditions– education qualifications– employment opportunities– advancement potential– salary range and benefits– personal characteristics. | |

MODULE CMH2090: CIRCULATORY SYSTEM (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 cardiovascular emergencies • describe a personal action plan that will promote and maintain a healthy cardiovascular system • describe an ethical issue related to cardiovascular health • identify career opportunities related to cardiovascular health | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • practical activities in which the student, using a minimum of two scenarios, recognizes circulatory emergencies and demonstrates appropriate first aid procedures: <ul style="list-style-type: none"> – first aid for wounds and bleeding – first aid for shock. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 2 for each scenario</i></p> <ul style="list-style-type: none"> • applied problem solving in which the student develops a personal action plan that promotes and maintains a healthy cardiovascular system. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p> <ul style="list-style-type: none"> • analysis of an issue relating to the circulatory system. <p><i>Assessment Tool</i> <i>CMH2090–4: Issue Analysis: Circulatory System</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p> <ul style="list-style-type: none"> • completion of three career profiles for careers in this area including: <ul style="list-style-type: none"> – duties, working conditions – education qualifications – employment opportunities – advancement potential – salary and benefits – personal characteristics. <p><i>Assessment Tool</i> <i>CMH–CAR: Career Profiles</i></p> <p><i>Standard</i> <i>Three career profiles; all sections completed for each profile</i></p> | <p>10</p> <p>10</p> <p>10</p> <p>10</p> |

MODULE CMH2090: CIRCULATORY SYSTEM (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|--|------------------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</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>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"> identify and describe the function of: <ul style="list-style-type: none"> the heart blood blood vessels the lymphatic system. | <p>Model. Heart dissection. Blood types. Pulse rates—throughout the lifespan—before, during and after exercise. Blood pressure. Guest speakers. Blood donor clinics.</p> |
| <p>Observation, Assessment and Application</p> | <ul style="list-style-type: none"> describe the causes, signs and symptoms and treatments of the following circulatory conditions: <ul style="list-style-type: none"> heart disease congenital abnormalities vascular disorders blood disorders lymphatic disorders identify possible social, emotional and economic effects of these conditions on the individual, family, peers and the community outline the community resources available to individuals with cardiovascular conditions. describe the causes, signs and symptoms, treatment and prevention of cardiovascular emergencies. | <p>For example:</p> <ul style="list-style-type: none"> rheumatic fever heart murmur varicose veins, arteriosclerosis leukemia mononucleosis. <p>Discuss technological advances to treat cardiovascular conditions.</p> <p>Demonstrate the treatment of wounds and bleeding. Shock. CPR—if a certified instructor Ambulance call – golden hour.</p> |

MODULE CMH2090: CIRCULATORY SYSTEM (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------------|---|--|
| Health Promotion | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • outline measures an individual can take to promote and maintain a healthy circulatory system. | Personal action plan. |
| Ethics | <ul style="list-style-type: none"> • identify ethical issues related to cardiovascular health. | Blood transfusions. Organ donation. Transplants. |
| Career Exploration | <ul style="list-style-type: none"> • research the career opportunities related to cardiovascular health including: <ul style="list-style-type: none"> – training or education required – employment opportunities – volunteer opportunities – tasks, working conditions – salary and benefits. | |

MODULE CMH2100: MUSCULOSKELETAL SYSTEM (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, prevention, signs and symptoms, treatment and prevention of musculoskeletal emergencies • identify a personal action plan that will promote and maintain healthy muscular and skeletal systems • identify career opportunities related to the musculoskeletal system • 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 musculoskeletal emergencies and demonstrates appropriate first aid procedures. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CHM2100–3: Musculoskeletal Sample Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 2 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 musculoskeletal health. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i> <i>Illustrative Example: Personal Action Plan.</i> <i>CMH2100 Musculoskeletal System</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p> <ul style="list-style-type: none"> • completion of three career profiles for careers in this area including: <ul style="list-style-type: none"> – duties, working conditions – education qualifications – employment opportunities – salary range and benefits – advancement potential – 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> |

MODULE CMH2100: MUSCULOSKELETAL SYSTEM (continued)

| Concept | Specific Learner Expectations | Notes |
|---|--|--|
| The Healthy Body | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify, describe and state the functions of the structures of the musculoskeletal system • describe the aging process from embryos to seniors and gender differences in the musculoskeletal systems. | <p>Model. Skeleton. Diagram. Software packages.</p> |
| Observation, Assessment and Application | <ul style="list-style-type: none"> • describe the causes, signs and symptoms and treatment of a variety of musculoskeletal conditions • describe the social, emotional and economic impact of these conditions on the individual, family, peers and the community • identify the community support resources that are available for musculoskeletal conditions • describe the causes, signs and symptoms, prevention and treatment of musculoskeletal emergencies. | <p>E.g.:</p> <ul style="list-style-type: none"> • arthritis • bow legs • bunions • bursitis • cleft palate • club foot • fallen arches • hammer toes • herniated disc • muscular dystrophy • osteoporosis • rickets • scoliosis, kyphosis, lordosis • tendonitis • tumors • webbed and extra digits (polydactylism). <p>Discuss sprains, strains, dislocations, fractures.</p> <p>Apply a sling, splints, discuss casts.</p> |
| Health Promotion | <ul style="list-style-type: none"> • outline measures an individual can take to promote and maintain a healthy musculoskeletal system through the life cycle. | <p>Nutrition, exercise. Personal action plan.</p> |
| Career Exploration | <ul style="list-style-type: none"> • describe and evaluate a career related to the musculoskeletal system, including: <ul style="list-style-type: none"> – duties, working conditions – education qualifications – employment opportunities – salary range and benefits – advancement potential – personal characteristics. | <p>Posters Guest speakers Report (job-shadowing activity).</p> |

MODULE CMH2110: COMPLEMENTARY THERAPIES

Level: Intermediate

Theme: Health Sciences

Prerequisite: None

Module Description: Students examine complementary therapies, their foundations, applications, costs, ethical issues and predictions for the future.

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"> describe and critique a complementary therapy identify career opportunities in complementary therapies | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> defining, describing and critiquing one complementary therapy, including: <ul style="list-style-type: none"> specific components ethical considerations consumer issues community resources prevalence of the therapy future outlook for the therapy career opportunities including personal characteristics, education/training, working conditions, salaries, employment/entrepreneurial opportunities. <p><i>Assessment Tool</i> <i>CMH2110–1: Research Process: Complementary Therapies</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p> | <p>90</p> <p>10</p> |
| <ul style="list-style-type: none"> demonstrate basic competencies. | <ul style="list-style-type: none"> observation 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>Integrated throughout</p> |

MODULE CMH2110: COMPLEMENTARY THERAPIES (continued)

| Concept | Specific Learner Expectations | Notes |
|---|---|--|
| Health Promotion | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe what complementary therapies are and their role in the emerging new paradigms focusing on health promotion and illness prevention • identify principles that define the philosophy and foundation of complementary therapies. | <p>Maintenance of health and prevention of illness rather than treatment of symptoms and disease.</p> <p>Relationship of body, mind, emotions, social with the environment in determining health states.</p> <p>Focus on natural, non-invasive techniques to promote health and healing.</p> <p>Draws from healing wisdom of many lands and cultures.</p> <p>Empowers individuals to participate in their own healing process.</p> <p>Such as:</p> <ul style="list-style-type: none"> • healing power of nature (body to heal self) • “first do no harm” • identify and treat cause (not just symptoms) • therapist as “teacher” (achieving health/ avoiding disease). |
| Observation, Assessment and Application | <ul style="list-style-type: none"> • define, describe and critique a variety of complementary therapies | <p>Example: Aromatherapy Acupuncture, Acupressure massage, Ayurvedic medicine (India), Chiropractor, Meditation Yoga, Hypnosis, Biofeedback, Relaxation and Visualization therapy, Homeopathy, Exercise therapy, Hydrotherapy, Music therapy, Reflexology, Naturopathy, Nutrition Osteopathy, Herbology, Therapeutic Touch, Reiki, Bioenergetics, NLP (neurolinguistic programming).</p> |

MODULE CMH2110: COMPLEMENTARY THERAPIES (continued)

| Concept | Specific Learner Expectations | Notes |
|--|--|--|
| <p>Observation, Assessment and Application (continued)</p> | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • analyze ethical considerations related to complementary therapies • analyze consumer issues such as cost factors, reliability of product, availability, etc. • research specific information for a written and/or oral presentation on applications of a specific approach and treatment therapies offered through complementary therapies • identify alternative futures of complementary therapies. | |
| <p>Career Exploration</p> | <ul style="list-style-type: none"> • describe and evaluate career opportunities within the areas of complementary therapies. | <p>Occupational interviews. Job shadows. Areas of homeopathy, naturopathy, osteopathy, chiropractic, medical doctor, biochemistry, nutrition, cultural medicines, etc.</p> |

MODULE CMH2120: FIRST AID/CPR**Level:** Intermediate**Theme:** Injury Prevention**Prerequisite:** None**Module Description:** Students study first-aid skills, and demonstrate techniques and procedures for dealing with emergency situations.**Module Parameters:** Access to instruction from an individual with a **current instructor's certificate in First Aid and CPR.****Note:** Students qualify for a **Standard First Aid Certificate** when they meet the competencies specified by the credentialling agencies.**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 the roles and responsibilities of the first-aider | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a concept test consisting of a minimum of 50 questions. <p><i>Assessment Tool</i> <i>Theory examination from the credentialling agency</i></p> <p><i>Standard</i> <i>Performance rating as required for certification by the certifying agency or 50% for module credit</i></p> | 5 |
| <ul style="list-style-type: none"> identify situations and recommend solutions to life-threatening emergencies | <ul style="list-style-type: none"> a practical problem-solving activity in which the student, using a minimum of three scenarios, identifies the situation and describes the necessary first-aid procedures. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH2120-1: First Aid: Sample Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale for each scenario</i></p> | 25 |

MODULE CMH2120: FIRST AID/CPR (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> • demonstrate first-aid procedures required in emergency situations • describe how to meet the physical, emotional, psychological and social needs of all individuals involved in an emergency • describe a personal action plan to prevent emergency situations and injuries at home, at work and in the community • demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • practical activities in which the student describes the roles and responsibilities of a first-aider, demonstrates all skills and describes the holistic care of all individuals involved in the emergency. <p><i>Assessment Tool</i> <i>Practical examination checklist from credentialling agency</i></p> <p><i>Standard</i> <i>Performance rating as required for certification</i></p> <ul style="list-style-type: none"> • applied problem solving in which the student presents a personal action plan that will prevent emergency situations and injuries. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</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>60</p> <p>10</p> <p>Integrated throughout</p> |

MODULE CMH2120: FIRST AID/CPR (continued)

| Concept | Specific Learner Expectations | Notes |
|---|---|--|
| <p>Introduction to First Aid</p> <ul style="list-style-type: none"> • Safety Promotion • Ethics | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • outline the objectives of first aid • describe the role and responsibilities of a first-aider • state the universal precautions in first aid • identify preparations for emergencies: <ul style="list-style-type: none"> – first-aid kit – family records – emergency telephone numbers – identifying hazards and associated risks • outline the legal implications of performing first-aid: <ul style="list-style-type: none"> – Good Samaritan Law (<i>Emergency Medical Act</i>) – permission to act (consent) – state principles of confidentiality. | |
| <p>Observation, Assessment and Application</p> | <ul style="list-style-type: none"> • demonstrate the principles of emergency scene management including: <ul style="list-style-type: none"> – scene survey – primary survey (ABC) – secondary survey – ongoing casualty care. • outline the causes of injuries and demonstrate first-aid procedures for the following: <ul style="list-style-type: none"> – shock, unconsciousness and fainting – respiratory arrest (adult), assisted breathing – choking (adult) – severe bleeding, amputations and internal bleeding – cardiac arrest (one-rescuer CPR-adult) – secondary survey – bone and joint injuries | <p>Sequence of steps when arriving at the scene.</p> <p>Care given while waiting for medical help.</p> <p>Videos. Teacher demonstration. Student practice. Student demonstration.</p> <p>Skill performance evaluation.</p> <p>Humerus, radius and ulna, femur, tibia and fibula.</p> |

MODULE CMH2120: FIRST AID/CPR (continued)

| Concept | Specific Learner Expectations | Notes |
|---|---|---|
| Observation, Assessment and Application (continued) | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the causes of injuries and demonstrate first-aid procedures for the following: <ul style="list-style-type: none"> – head/spinal and pelvic injuries – chest injuries – wound care – multiple casualty management – rescue carries – eye injuries – burns – poisons, bites, stings – medical conditions – environmental illnesses and injuries – emergency childbirth and miscarriage. | <p>Head/spinal precautions.</p> <p>Triage.</p> <p>Diabetic crisis, convulsions, asthma, allergies. Heat illnesses, cold injuries.</p> |
| Management | <ul style="list-style-type: none"> • identify emotional and psychological needs of the casualty and family which must be addressed during an emergency situation: <ul style="list-style-type: none"> – normal reactions – fear and crisis – cultural component • describe barriers to action that may influence the actions of the first-aider: <ul style="list-style-type: none"> – fear of imperfect performance – reluctance to take charge – fear of infection – nature of the injury – fear of being sued – cultural beliefs. | <p>Child abuse victims.</p> |
| Health Promotion | <ul style="list-style-type: none"> • prepare a personal action plan for preventing emergency situations including safety guidelines at home, at work, in a motor vehicle and at play. | <p>Resource: <i>Occupational Health and Safety</i> magazine.</p> |
| Career Exploration | <ul style="list-style-type: none"> • identify career opportunities that are available in the first-aid community including prerequisites, education/training, working conditions, salaries and employment and entrepreneur opportunities. | |

MODULE CMH2130: SPORTS FIRST AID 1

| | |
|----------------------------|--|
| Level: | Intermediate |
| Theme: | Injury Prevention |
| Prerequisite: | None |
| Module Description: | Students learn different aspects of sports injuries, first-aid care and prevention of athletic injuries. |

Module Parameters: Access to instruction from an individual with formal, specialized training in athletic first aid.

Note: Upon successful completion of this module, the student is eligible to receive an **Athletic First Aid Certificate** from the Sports Medicine Council of Alberta.

Supporting Module: CMH2120 First Aid/CPR
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 |
|--|---|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none">describe how the roles and responsibilities of an athletic first-aider help promote and maintain healthy athletes and reduce sports injuries | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">a presentation in which the student:<ul style="list-style-type: none">describes three roles and responsibilities of an Athletic First Aideridentifies structures most susceptible to athletic injuries and describe the injuries most likely to occuridentifies and describes a minimum of eight activities that promote and maintain healthy athletes and help reduce sports injuries. <p><i>Assessment Tool</i> <i>CMH2130–1: Presentations/Reports: Sports First Aid</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p> | 20 |

MODULE CMH2130: SPORTS FIRST AID 1 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|--|--|--------------------|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> identify situations and recommend solutions for common athletic injuries | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> practical activities in which the student: <ul style="list-style-type: none"> describes how to treat: <ul style="list-style-type: none"> infections and wounds pelvic, abdominal and thoracic conditions facial injuries thermal injuries demonstrates basic treatment – R.I.C.E. demonstrates the following taping techniques: <ul style="list-style-type: none"> cloth wrap closed ankle alternate heel lock thumb hyperextension triangular bandage. <p><i>Assessment Tool</i> <i>CMHSFASA: Sports First Aid Skills Assessment: Sports First Aid 1</i></p> <p><i>Standard</i> <i>Performance rating of 3 on each skill</i></p> | <p>30</p> |
| | <ul style="list-style-type: none"> problem-solving activities in which the student, using a minimum of three scenarios, recognizes common athletic injuries and outlines treatment. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH2130–2: Sports First Aid: Sample Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale for each scenario</i></p> | <p>20</p> |
| | <ul style="list-style-type: none"> a concept test consisting of a minimum of 30 questions on all aspects of Sports First Aid. <p><i>Assessment Tool</i> <i>CMH2130–3: Concept Test: Sports First Aid—Sample Questions</i></p> <p><i>Standard</i> <i>Performance rating of 50%</i></p> | <p>15</p> |

MODULE CMH2130: SPORTS FIRST AID 1 (continued)

| Module Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
|---|---|--|
| <p><i>The student will:</i></p> <ul style="list-style-type: none"> develop a game plan and emergency action plan as an athletic first-aider demonstrate basic competencies. | <p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> presenting game plan preparations and emergency action plans necessary for an effective Athletic First Aider. <p><i>Assessment Tool</i> <i>CMH2130-4: Presentations/Reports: Game Plan Preparations</i></p> <p><i>Standard</i> <i>Performance rating of 2 on the rating scale</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interactions during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p> | <p>15</p> <p>Integrated throughout</p> |

| Concept | Specific Learner Expectations | Notes |
|------------------|---|---|
| Professionalism | <p><i>The student should:</i></p> <ul style="list-style-type: none"> describe the roles and responsibilities of the Athletic First Aider. | <p>Prevent injuries. Never let minor injuries become major ones. Medical referral.</p> |
| Health Promotion | <ul style="list-style-type: none"> identify activities that can prevent sports injuries: <ul style="list-style-type: none"> medical examinations lifestyle protective equipment (i.e., awareness of use, importance of, maintenance and repair) safe environment fitness, conditioning testing proper warm-up/cool-down proper stretch techniques hygiene balanced competition officiating, rules proper rehabilitation. | <p>Injury prevention lab. Movement analysis lab. Methods of conditioning. Strength training lab. Basic fitness and stress testing (field trip).</p> |

MODULE CMH2130: SPORTS FIRST AID 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|---|--|---|
| The Human Body | <p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify the structures most susceptible to athletic injuries and describe the injuries that are most likely to occur • categorize injuries as acute, chronic or recurrent • describe the inflammation and repair processes that accompany trauma. | <p>On-scene Lab. Case study presentations:</p> <ul style="list-style-type: none"> • bones • muscles • ligaments • tendons • cartilage • bursae • nervous tissue. |
| Observation, Assessment and Application | <ul style="list-style-type: none"> • analyze the injured athlete: <ul style="list-style-type: none"> – primary scan – secondary scan • demonstrate how to respond to major injuries involving airway, breathing, circulation, central nervous system • describe how to treat the following athletic injuries: <ul style="list-style-type: none"> – infections and wounds – pelvic, abdominal and thoracic conditions – facial injuries – thermal injuries • demonstrate basic treatment: <ul style="list-style-type: none"> – R.I.C.E. (R = rest, I = ice, C = compression, E = Elevation) • explain the theory of taping: <ul style="list-style-type: none"> – purpose of taping – material selection – application theory • demonstrate basic taping skills: <ul style="list-style-type: none"> – basic principles – cloth wrap technique – closed ankle technique – alternate heel lock technique – thumb hyperextension – triangular bandage. | <p>Demonstrations and practical skills lab. Injury simulation lab. Case studies.</p> |

MODULE CMH2130: SPORTS FIRST AID 1 (continued)

| Concept | Specific Learner Expectations | Notes |
|--------------------|---|-------|
| Career Exploration | <p><i>The student should:</i></p> <ul style="list-style-type: none">• develop game plan guidelines that prepare the Athletic First Aider for sporting injuries or emergencies:<ul style="list-style-type: none">– emergency procedures plan– side line activities– first-aid supplies– assessing the injured athlete– indicating how to determine when the athlete may return to complete the activity. | |

