

COURSE HES3010: **CANCER**

Level: Advanced

Prerequisite: HES2170: Chronic Conditions

Description: Students examine the physiological development of cancer and acquire an understanding of specific strategies to prevent cancer . Students develop and awareness for the complexity of cancer and the prevalence of cancer in society through a comparative study of several cancerous conditions. Students learn the stages of grief experienced by individuals facing cancer and dying. Students gain an appreciation for resources available to help individuals manage cancer and assist their family, peers and community to manage the impact of cancer on their lives.

Parameters: Access to health care professionals and/or community members who support people managing cancer will facilitate learning.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Supporting Courses: HES2050: Pain & Pain Management
 HES2070: Integrative Health
 HES1020: Nutrition & Wellness
 HES2060: Infection & Immunity 3

Outcomes: The student will:

1. explain basic principles related to the development of cancer in each of the body systems

- 1.1 define common medical terms related to cancer and the diagnosis and treatment of cancer using roots, prefixes and suffixes
- 1.2 identify the ten most common cancers
- 1.3 summarize risk factors contributing to the development of cancers in each of the body systems
- 1.4 compare cancer to other chronic conditions in each of the body systems
 - 1.4.1 risk factors
 - 1.4.2 theories of causality, including genetic predisposition
 - 1.4.3 categorization as a chronic illness
 - 1.4.4 cures available
 - 1.4.5 impact on daily living
- 1.5 justify cellular dysfunction as the origin of cancer
- 1.6 examine trends related to the incidence of cancer
 - 1.6.1 compare the prevalence of cancer to other common causes of death in Canada, North America and other countries
 - 1.6.2 identify trends related to the age of onset of at least five of the most cancers
 - 1.6.3 outline possible factors causing changing trends related to cancer
 - 1.6.4 identify trends related to diagnosis, treatment and prognosis for common cancers
- 1.7 recommend several lifestyle choices to prevent the development of a cancer diseases and/or conditions using multiple case studies

- 1.7.1 justify the relationship of active living and physical activity to the prevention of cancer
- 1.7.2 justify the relationship of proper nutrition to the prevention of cancer
- 2. explain the basic pathology and treatment of cancers in each of the body systems using case studies**
 - 2.1 describe how cells become cancerous, including the possible role of viral infection
 - 2.2 compare the behavior of cancerous cells to healthy cellular function
 - 2.3 summarize the signs and symptoms of at least one type of cancer related to each of the eleven body systems
 - 2.4 differentiate between benign and malignant tumors
 - 2.5 differentiate between carcinomas and sarcomas
 - 2.6 describe metastasis, including how cancers are named before and after metastasis
 - 2.7 summarize the role of treatment modalities for cancer
 - 2.7.1 chemotherapy
 - 2.7.2 radiation
 - 2.7.3 integrative health model
 - 2.8 summarize considerations before beginning a treatment plan, including
 - 2.8.1.1 type of cancer
 - 2.8.1.2 stage and grade
 - 2.8.1.3 age
 - 2.8.1.4 general health
 - 2.8.1.5 other chronic conditions
 - 2.9 describe the roles of the medical personnel on the health care team, including
 - 2.9.1 surgeon
 - 2.9.2 oncologist
 - 2.9.3 radiologist
 - 2.9.4 pathologist
 - 2.9.5 nurse
 - 2.9.6 pharmacist
 - 2.9.7 social worker or psychologist
 - 2.9.8 physiotherapist
 - 2.9.9 occupational therapist
 - 2.9.10 registered dietician
 - 2.9.11 family doctor
 - 2.10 explain the social, emotional and economic impact of cancer on the individual, family, peers and the community
 - 2.11 summarize community and information resources available for people living with cancer
 - 2.12 summarize community and information resources available for friends and family of people living with cancer
- 3. explain the stages of grief and strategies to prepare for death and dying using case studies**
 - 3.1 describe Kubler-Ross' stages of grief
 - 3.1.1 shock
 - 3.1.2 denial
 - 3.1.3 anger
 - 3.1.4 bargaining
 - 3.1.5 depression
 - 3.1.6 acceptance
 - 3.2 explain the stages of grief as a non-linear process
 - 3.3 summarize community resources to help individuals and their families cope with the stages of grief

- 3.4 describe legal and ethical decisions faced by individuals with cancer using case studies, including consideration of cultural beliefs and practices related to the
 - 3.4.1 role of personal directives
 - 3.4.2 amount of treatment
 - 3.4.3 type of treatments (aggressive vs. nonaggressive)
 - 3.4.4 participation in research and experimental drug trials
 - 3.4.5 type of life-saving measures desired
 - 3.4.6 choosing people to make decisions in the event of mental incapacitation
- 3.5 evaluate palliative care options, including the management of chronic pain in a palliative care setting
- 3.6 summarize cultural considerations related to death and dying
- 3.7 summarize resources available to assist individuals and their families in preparing for death and dying and coping with the stages of grieving after the death of a loved one

4. demonstrate basic competencies

- 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
- 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks

5. create a transitional strategy to accommodate personal changes and build personal values

- 5.1 identify short-term and long-term goals
- 5.2 identify steps to achieve goals

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COURSE HES3020: REPRODUCTION & READINESS FOR PARENTING

Level: Advanced

Prerequisite: HES1010: Health & Wellness Fundamentals

Description: Students acquire the knowledge and skills necessary for achieving and maintaining reproductive health. Students study basic genetic principles related to reproduction as well as pathologies related to the reproductive system. Students examine the benefits and challenges associated with parenthood and factors to assess readiness for parenting. Students gain an appreciation for practicing a healthy lifestyle as it pertains to the individual, family and peers and community.

Parameters: **Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.

Outcomes: The student will:

Supporting Course: HES3050: Pregnancy, Birth & Infant Care

Outcomes: The student will:

1. explain basic principles of reproduction related to genetics

- 1.1 differentiate mitosis from meiosis
- 1.2 identify the function of DNA and genes
- 1.3 differentiate between dominant and recessive genes
- 1.4 describe how gender is determined during conception
- 1.5 differentiate between fraternal and identical twins
- 1.6 differentiate between the causes of congenital and hereditary diseases
- 1.7 summarize ways to prevent genetic damage related to reproduction
- 1.8 summarize pre and post natal counseling and diagnostic procedures available related to genetics
- 1.9 summarize medical treatments available for genetic conditions

2. explain the anatomy and function of the male reproductive system

- 2.1 define common medical terms related to the male reproductive system using a list of prefixes, roots and suffixes
- 2.2 differentiate between primary and accessory organs of the male reproductive system
- 2.3 name and locate the organs and structures of the male reproductive system
 - 2.3.1 testes, including internal structures
 - 2.3.2 scrotum
 - 2.3.3 inguinal canal
 - 2.3.4 spermatic cord
 - 2.3.5 ducts, including epididymis, vas deferens and ejaculatory duct
 - 2.3.6 glands
 - 2.3.6.1 seminal vesicles
 - 2.3.6.2 prostate gland
 - 2.3.6.3 bulbourethral gland
 - 2.3.7 urethra
 - 2.3.8 penis, including foreskin

- 2.4 summarize the function of the organs and structures of the male reproductive system
- 2.5 describe the formation of sperm
- 2.6 diagram a spermatozoon
- 2.7 describe the composition and function of semen
- 2.8 explain the hormonal control of the male reproductive system
- 3. explain the anatomy and function of the female reproductive system**
 - 3.1 define common medical terms related to the female reproductive system using a list of prefixes, roots and suffixes
 - 3.2 differentiate between primary and accessory organs of the female reproductive system
 - 3.3 name and locate the organs and structures of the female reproductive system
 - 3.3.1 ovaries
 - 3.3.2 oviducts, including fallopian tubes and fimbriae
 - 3.3.3 uterus, including endometrium and cervix
 - 3.3.4 vagina, including the greater vestibular glands
 - 3.3.5 vulva and external genitalia
 - 3.3.6 perineum
 - 3.4 summarize the function of the organs and structures of the female reproductive system
 - 3.5 explain the hormonal control of the female reproductive system
 - 3.5.1 list the hormones of the female reproductive system and their origin
 - 3.5.2 chart the events of the menstrual cycle, including the hormones involved with each event
 - 3.5.2.1 maturation of the ova
 - 3.5.2.2 ovulation
 - 3.5.2.3 menstrual flow
 - 3.5.3 outline the feedback mechanisms that control the process of menstruation and ovulation
 - 3.6 explain process of fertilization, including location and timing in the menstrual cycle
 - 3.7 describe methods of contraception, including advantages and disadvantages and cultural considerations related to beliefs and practices
 - 3.7.1 surgical
 - 3.7.2 hormonal, including the effects on fertility
 - 3.7.3 physical barrier methods
 - 3.7.4 chemical barrier methods
 - 3.7.5 fertility awareness
 - 3.8 describe the process of menopause
 - 3.8.1 describe common physical and emotional effects
 - 3.8.2 list risks and benefits of hormone replacement therapy
- 4. evaluate factors that contribute to the promotion and maintenance of a healthy male and female reproductive system using case studies**
 - 4.1 summarize the role of the male and female reproductive systems in achieving and maintaining wellness
 - 4.2 explain the effects of aging on the function of the male and female reproductive systems
 - 4.3 predict the effect of lifestyle choices on wellness of the male and female reproductive systems, including choices related to cultural beliefs and practices
 - 4.4 recommend preventative lifestyle choices required for wellness of the male and female reproductive systems
 - 4.4.1 self-examination routines
 - 4.4.2 methods for preventing sexually transmitted diseases

5. explain the basic pathology and treatment of conditions of the male and female reproductive systems using case studies

- 5.1 summarize the signs and symptoms of common conditions of the male and female reproductive systems
 - 5.1.1 sexually transmitted diseases
 - 5.1.2 cancers, including breast cancer and prostate cancer
- 5.2 examine the basic pathology and treatment of breast cancer, including
 - 5.2.1 risk factors
 - 5.2.2 signs and symptoms
 - 5.2.3 prognosis related to early detection
- 5.3 examine the basic pathology and treatment of prostate cancer, including
 - 5.3.1 risk factors
 - 5.3.2 signs and symptoms
 - 5.3.3 prognosis related to early detection
- 5.4 summarize causes of other pathologies of the male and female reproductive systems, including sexually transmitted diseases
- 5.5 describe diagnostic procedures available for conditions of the male and female reproductive systems, including
 - 5.5.1 mammograms
 - 5.5.2 pap smears
 - 5.5.3 prostate exams
- 5.6 summarize medical and integrative health treatments available for conditions of the male and female reproductive systems
- 5.7 describe the impact of pathologies of the male and female reproductive systems on other body systems and fertility
- 5.8 explain the social, emotional and economic impact of conditions of the male and female reproductive systems on the individual, family, peers and the community
- 5.9 summarize community resources available for people living with pathologies of the male and female reproductive systems

6. evaluate considerations related to readiness for parenting

- 6.1 define parental readiness
- 6.2 compare the benefits and challenges of parenthood throughout the family life cycle, including those related to cultural beliefs and practices
- 6.3 describe societal, cultural, family and peer pressures to have children or remain childless
 - 6.3.1 describe unsound reasons for having children, including
 - 6.3.1.1 to prove adulthood
 - 6.3.1.2 to please others
 - 6.3.1.3 for personal emotional benefit
 - 6.3.1.4 for respect and status
 - 6.3.1.5 to escape a situation
 - 6.3.1.6 to fulfill societal expectations
 - 6.3.1.7 to improve an unhappy relationship
 - 6.3.1.8 peer pressure and peer identification
 - 6.3.2 describe sound reasons for having children, including
 - 6.3.2.1 adding depth to a mature, strong relationship
 - 6.3.2.2 desire to provide love and care to a child
 - 6.3.2.3 desire the rewards of parenting throughout the life cycle
 - 6.3.2.4 ability to provide a child adequate physical, emotional, social, and intellectual nurturing for healthy growth and development
- 6.4 examine readiness for parenting using a variety of case studies, including
 - 6.4.1 physical readiness
 - 6.4.2 financial readiness

- 6.4.3 personal lifestyle changes
- 6.4.4 emotional effects on relationships, including family and peers
- 6.4.5 goals and expectations of parenthood
- 6.4.6 considerations related to age
- 6.4.7 support systems
- 6.4.8 cultural belief systems and practices
- 6.4.9 personal skills and experience caring for children
- 6.5 describe options for parenting other than birth, including
 - 6.5.1 adoption
 - 6.5.2 fostering
- 6.6 examine the relationship of readiness for parenting to the health of the newborn baby, especially birth weight and associated factors
- 6.7 summarize community resources available for determining readiness for parenting
- 6.8 summarize community resources available to assist parents throughout the family life cycle to develop and improve parenting skills

7. demonstrate basic competencies

- 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
- 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
- 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks

8. create a transitional strategy to accommodate personal changes and build personal values

- 8.1 identify short-term and long-term goals
- 8.2 identify steps to achieve goals

COURSE HES3030: FAMILY FOUNDATIONS

Level: Advanced

Prerequisite: HES1010: Health & Wellness Fundamentals

Course Description: Students gain an appreciation for their role in strengthening the current and future family relationships and the rights, roles and responsibilities of family members throughout the family life cycle. Students examine changes that occur within a family and the required adjustments family members must make to manage changes effectively. Cultural diversities are investigated and community resources that support families are identified.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Supporting Courses: HES1100: Communication Skills for Helping Relationships
HES1120: Perspectives on Interpersonal Relationships

Parameters: No specialized equipment or facilities.

Outcomes: The student will:

1. evaluate changing rights, responsibilities and family dynamics that occur throughout the family life cycle using case studies and appropriate personal experiences

- 1.1 explain the benefits of studying families and reflecting on personal family relationships
- 1.2 define different types of families
- 1.3 describe the function of families, including
 - 1.3.1 providing love and affection
 - 1.3.2 providing protection
 - 1.3.3 providing education
 - 1.3.4 teaching values and ethics
 - 1.3.5 teaching cultural beliefs and practices
 - 1.3.6 providing economic support
 - 1.3.7 procreation
 - 1.3.8 guidance
 - 1.3.9 socialization
 - 1.3.10 recreation
- 1.4 describe the stages of family development and the life tasks and challenges that accompany each stage, including
 - 1.4.1 couple
 - 1.4.2 parental years
 - 1.4.2.1 expanding
 - 1.4.2.2 developing
 - 1.4.2.3 launching
 - 1.4.3 middle years
 - 1.4.4 retirement years
- 1.5 describe the legal rights and responsibilities of family members throughout the life cycle
- 1.6 justify personal skills needed to contribute to strong family relationships

- 1.6.1 communication skills
- 1.6.2 problem-solving and decision-making skills
- 1.6.3 management skills, including time management and budgeting
- 1.6.4 conflict resolution skills
- 1.7 recommend strategies to improve relationships with family members, including
 - 1.7.1 parents
 - 1.7.2 siblings
 - 1.7.3 grandparents
 - 1.7.4 extended family members
- 1.8 examine trends related to families that impact society, including
 - 1.8.1 birth rates
 - 1.8.2 incidence of single-parent families
 - 1.8.3 incidence and prevalence of child abuse
 - 1.8.4 incidence and prevalence of elder abuse
 - 1.8.5 incidence of divorce
 - 1.8.6 economic status of families
 - 1.8.7 cost of raising a child
 - 1.8.8 aging populations
 - 1.8.9 technology and communication devices
 - 1.8.10 globalization
- 1.9 create a family history, including relevant significant events and health information
- 2. compare and contrast families from diverse cultures**
 - 2.1 describe current personal family traditions and customs that are significant to personal health and wellness
 - 2.2 explain how family traditions build unity and respect between family members
 - 2.3 justify the importance of time spent together as a determinant of strong family relationships
 - 2.4 justify the concept of families as a system
 - 2.5 compare families within two diverse cultures focusing on:
 - 2.5.1 family structures (nuclear, extended, communal)
 - 2.5.2 family dynamics (child-rearing patterns, roles/role division, mate selection and marriage customs)
 - 2.5.3 family traditions, celebrations
 - 2.5.4 health beliefs/practices
 - 2.6 describe the stereotypical attitudes towards different ethnic groups in his or her community
 - 2.7 describe modifications made to cultural family patterns as a result of assimilation into another culture:
 - 2.7.1 traditions and customs
 - 2.7.2 holiday celebrations
 - 2.7.3 education and health beliefs/practices
 - 2.7.4 roles/role division
 - 2.8 evaluate the impact of media depictions of family structures on the development of strong families
- 3. describe the effect on the physical, mental and social well-being of the family as changes occur in careers, relationships, personal life and financial situations**
 - 3.1 analyze these changes as to:
 - 3.1.1 prevalence of the change
 - 3.1.2 how each dimension (physical, mental, social) of well-being is affected
 - 3.1.3 potential community support agencies and resources
 - 3.1.4 positive and negative effects of the change
 - 3.1.5 legal implications of choices

3.2 outline resources available to assist families to manage changes effectively throughout the family life cycle

4. demonstrate basic competencies

4.1 demonstrate fundamental skills to:

- 4.1.1 communicate
- 4.1.2 manage information
- 4.1.3 use numbers
- 4.1.4 think and solve problems

4.2 demonstrate personal management skills to:

- 4.2.1 demonstrate positive attitudes and behaviours
- 4.2.2 be responsible
- 4.2.3 be adaptable
- 4.2.4 learn continuously
- 4.2.5 work safely

4.3 demonstrate teamwork skills to:

- 4.3.1 work with others
- 4.3.2 participate in projects and tasks

5. create a transitional strategy to accommodate personal changes and build personal values

5.1 identify short-term and long-term goals

5.2 identify steps to achieve goals

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COURSE HES3040: FORMING A FAMILY

Level: Advanced

Prerequisite: HES1010: Health & Wellness Fundamentals
HES3030: Family Foundations

Description: Students examine strategies to prepare for independence and knowledge and skills for developing an intimate relationship to form a strong foundation for starting a family. Students explore theories of attraction, qualities of a strong marriage, and factors and topics related to marriage breakdown within different cultural contexts. Students gain an appreciation for the knowledge and skills necessary for effective parenting and examine styles of parenting and strategies to positively manage the behavior of children. Students develop an awareness of community and family resources available to support the formation and maintenance of family relationships and parenting skills.

Parameters: Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Supporting Courses: HES1100: Communications Skills for Helping Relationships
HES1120: Perspectives on Interpersonal Relationships
HES2090: Nurturing Children

Outcomes: The student will:

1. evaluate life choices that develop independence using case studies and appropriate personal experiences

- 1.1. describe strategies to develop self-reliance while still living at home, including
 - 1.1.1. maintaining employment
 - 1.1.2. purchasing clothes and personal items independently
 - 1.1.3. managing vehicular ownership and driving responsibly
 - 1.1.4. managing a checking account
 - 1.1.5. beginning a personal savings program
 - 1.1.6. arranging for transportation independently
 - 1.1.7. contributing by making meals
 - 1.1.8. taking initiative to complete household chores

- 1.2. explain the advantages and disadvantages of living independently before forming a family, including
 - 1.2.1. finding suitable housing
 - 1.2.2. living with a roommate
 - 1.2.3. managing finances
 - 1.2.4. developing new relationships
 - 1.2.5. maintaining personal nutritional requirements
 - 1.2.6. maintaining personal safety

2. explain considerations for selecting a partner to form a family using case studies and appropriate personal experiences, including considerations for cultural beliefs and practices

- 2.1. compare theories of partner attraction, including advantages and disadvantages to the development of a long-term commitment
 - 2.1.1. the theory of homogamy as a factor in attraction

- 2.1.1.1. outer qualities such as race, age, religion, education and family background
- 2.1.1.2. inner qualities such as goals, interests and values
- 2.1.1.3. roles in a relationship
- 2.1.2. the theory of attraction based on complementary needs
- 2.1.3. theory of social exchange
- 2.1.4. theory of propinquity
- 2.1.5. theory of "the ideal mate"
- 2.2. evaluate factors that can affect readiness for marriage
 - 2.2.1. age
 - 2.2.2. level of independence
 - 2.2.3. parental approval
 - 2.2.4. time spent together prior to marriage
 - 2.2.5. financial stability
 - 2.2.6. influence of friendships and commitment to friends
- 2.3. differentiate between contractual and covenant obligations in a marriage related to cultural beliefs and practices
- 2.4. recognize signs of an unhealthy relationship
 - 2.4.1. physical abuse
 - 2.4.2. emotional abuse
 - 2.4.3. substance abuse
 - 2.4.4. jealousy
 - 2.4.5. frequent arguments
- 2.5. outline community resources to help couples prepare for marriage and commitment
- 2.6. describe considerations related to ceremonies surrounding engagement and marriage using a variety of case studies and considering different cultural beliefs and practices
 - 2.6.1. describe the purposes of engagement
 - 2.6.2. compare the positive and negative implications of breaking an engagement
 - 2.6.3. explain the societal and cultural significance of weddings
 - 2.6.4. compare civil and religious ceremonies
 - 2.6.5. examine the symbolism of customs related to marriage
 - 2.6.6. outline considerations for planning a wedding ceremony, including
 - 2.6.6.1. budget and timing
 - 2.6.6.2. cultural considerations for both families
 - 2.6.6.3. number of guests
 - 2.6.6.4. desires and expectations of other family members
- 3. evaluate factors that contribute to the development of a strong marriage, including considerations for cultural beliefs and practices**
 - 3.1. describe qualities of a strong relationship and the conflict that can occur when qualities are not present
 - 3.1.1. realistic expectations
 - 3.1.2. commitment of each partner to the relationship
 - 3.1.3. acceptance vs criticism
 - 3.1.4. flexibility
 - 3.1.5. thoughtfulness
 - 3.1.6. supportiveness
 - 3.1.7. intimacy
 - 3.2. explain the U-shaped curve of marital satisfaction that often characterizes marital relationships
 - 3.3. describe skills necessary to maintain a strong relationship
 - 3.3.1. communication skills
 - 3.3.2. conflict management

- 3.3.3. decision-making skills
- 3.3.4. financial management skills
- 3.3.5. time management skills
- 3.4. outline community and family resources to help couples solidify, maintain and grow their relationship
- 3.5. explain factors that contribute to marital breakdown, including
 - 3.5.1. isolation
 - 3.5.2. invalidation
 - 3.5.3. betrayal
- 3.6. compare legal ways to end a marriage
 - 3.6.1. annulment
 - 3.6.2. legal separation
 - 3.6.3. divorce
- 3.7. examine risk factors for divorce
 - 3.7.1. age
 - 3.7.2. income
 - 3.7.3. success of parents' marriages
 - 3.7.4. other factors related to faith and culture
- 3.8. describe the impact of divorce on
 - 3.8.1. emotional health
 - 3.8.2. finances
 - 3.8.3. children
 - 3.8.4. extended family and friends
- 4. evaluate considerations for effective parenting using case studies and considering cultural beliefs and practices**
 - 4.1. describe the life long rewards and challenges of parenting
 - 4.2. compare the roles of mothers and fathers in parenting children
 - 4.3. justify the importance of specific knowledge and skills necessary to fulfill the responsibilities of parenting, including
 - 4.3.1. understanding nutritional needs of children
 - 4.3.2. evaluating suitable clothing choices for children
 - 4.3.3. facilitating physical exercise opportunities to develop motor skills and maintain health and wellness
 - 4.3.4. maintaining routines that provide for adequate rest at different developmental stages
 - 4.3.5. organizing for medical and dental care
 - 4.3.6. maintaining a safe environment to avoid common accidents in childhood
 - 4.3.7. facilitating opportunities for intellectual development and language acquisition
 - 4.3.8. managing time to be able to provide emotional support and unconditional love
 - 4.3.9. planning for moral and social skill development
 - 4.4. differentiate between authoritarian, authoritative and permissive parenting styles, including examples of situations where each is appropriate and/or a blended approach is appropriate
 - 4.5. differentiate between discipline, punishment and guidance
 - 4.6. explain parenting strategies that encourage positive behavior patterns
 - 4.6.1. setting and enforcing limits
 - 4.6.2. role modeling
 - 4.6.3. frequent praise
 - 4.6.4. attending to needs with affection
 - 4.6.5. exhibiting patience in difficult situations and when a child is learning new skills
 - 4.7. compare the advantages and disadvantages of different strategies to manage misbehavior effectively

- 4.8. justify the importance of basic principles of positive guidance, including
 - 4.8.1. starting early in a child's development to set limits
 - 4.8.2. consistency between parents
 - 4.8.3. consistency between events
 - 4.8.4. unity between parents
 - 4.8.5. consistent follow through with guidance plan
- 4.9. compare the advantages and disadvantages of different types of child care, including
 - 4.9.1. having at least one parent stay home to care for the children
 - 4.9.2. home-based child care with relatives, neighbors, and nannies
 - 4.9.3. home-based child care in family child care homes and play groups
 - 4.9.4. centre-based care including employer, profit and non-profit centres
- 4.10. describe signs of quality when evaluating a child care option, including
 - 4.10.1. licensing and/or accreditation
 - 4.10.2. qualifications of director and staff
 - 4.10.3. state of equipment and play materials
 - 4.10.4. variety of play materials and books available for all ages
 - 4.10.5. planned strategies to communicate with parents
- 5. demonstrate basic competencies**
 - 5.1. demonstrate fundamental skills to:
 - 5.1.1. communicate
 - 5.1.2. manage information
 - 5.1.3. use numbers
 - 5.1.4. think and solve problem
 - 5.2. demonstrate personal management skills to:
 - 5.2.1. demonstrate positive attitudes and behaviours
 - 5.2.2. be responsible
 - 5.2.3. be adaptable
 - 5.2.4. learn continuously
 - 5.2.5. work safely
 - 5.3. demonstrate teamwork skills to:
 - 5.3.1. work with others
 - 5.3.2. participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1. identify short-term and long-term goals
 - 6.2. identify steps to achieve goals

COURSE HES3050: PREGNANCY, BIRTH & INFANT CARE

Level: Advanced

Prerequisite: None

Description: Students acquire the knowledge and skills necessary for achieving and maintaining a healthy pregnancy and parenting a healthy child in the first year of life. Students focus on the impact of pregnancy on the physical, mental and social well-being of the mother and newborn. Students examine the events of labor and delivery and the importance of post-natal care. Students gain an appreciation for practicing a healthy lifestyle as it pertains to the individual, family, peers and community.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Parameters: None

Outcomes: The student will:

1. evaluate basic principles for health and wellness related to the first trimester

- 1.1 define common medical terms related to pregnancy using a list of prefixes, roots and suffixes
- 1.2 identify signs of pregnancy, including how to confirm a pregnancy
- 1.3 compare the roles of an obstetrician, family doctor, certified midwife, doula and other professionals involved in pregnancy, labor and delivery
- 1.4 evaluate considerations for selecting medical care for pregnancy and delivery, including considerations for cultural beliefs and practices
- 1.5 describe characteristics of the first medical exam
- 1.6 justify the importance of regular medical checkups
- 1.7 explain the developmental events that occur from conception through the first trimester, including
 - 1.7.1 process of fertilization
 - 1.7.2 development of a zygote
 - 1.7.3 implantation
 - 1.7.4 development of embryo, including size
 - 1.7.5 development of placenta, umbilical cord and amniotic sac
 - 1.7.6 timing of development of body systems in the embryonic stage
- 1.8 explain the structure and function of the placenta, including the umbilical cord and amniotic sac
- 1.9 differentiate between fetal circulation and adult circulation
- 1.10 summarize the roles of placental hormones during the pregnancy
- 1.11 describe physical and emotional changes common for the mother in the first trimester, included expected weight gain
- 1.12 describe the emotional and social impact of pregnancy on family, peers and community
- 1.13 discuss the roles, rights and responsibilities of the father related to pregnancy, birth and delivery

- 1.14 predict the effect of lifestyle choices on the health and wellness of the mother and baby in the first trimester, including choices related to cultural beliefs and practices
 - 1.15 recommend preventative lifestyle choices required for prenatal health and wellness of the mother and baby in the first trimester, including
 - 1.15.1 nutrition and supplementation
 - 1.15.2 hydration
 - 1.15.3 activity and rest
 - 1.15.4 substances to avoid (teratogens)
 - 1.15.5 strategies for managing morning sickness
- 2. explain healthy developmental stages for the second and third trimesters of pregnancy**
- 2.1 differentiate an embryo and a fetus
 - 2.2 describe developmental changes to the fetus for each month in the second and third trimesters, including
 - 2.2.1 development of body systems
 - 2.2.2 fetal movements and abilities
 - 2.2.3 approximate size (height and weight)
 - 2.3 describe physical and emotional changes common for the mother in the second and third trimesters, including expected weight gain
 - 2.4 describe the emotional and social impact of pregnancy on family, peers and community
 - 2.5 predict the effect of lifestyle choices on the health and wellness of the mother and baby in the second and third trimesters, including choices related to cultural beliefs and practices
 - 2.6 recommend preventative lifestyle choices required for prenatal health and wellness of the mother and baby in the second and third trimesters, including
 - 2.6.1 nutrition and supplementation
 - 2.6.2 hydration
 - 2.6.3 activity and rest
 - 2.6.4 substances to avoid (teratogens)
- 3. evaluate strategies to prepare for a healthy birth and post-partum care**
- 3.1 describe the purpose of childbirth classes
 - 3.2 evaluate the decisions required to develop a birth plan, including considerations for
 - 3.2.1 medication
 - 3.2.2 procedures
 - 3.2.3 choice of childbirth method
 - 3.2.4 choice of who is present at the birth
 - 3.2.5 location of birth
 - 3.2.6 treatment of possible complications
 - 3.2.7 feeding the infant after birth
 - 3.2.8 where the baby will stay after birth
 - 3.3 compare breastfeeding to bottle feeding, including consideration for cultural beliefs and practices
 - 3.4 list items to pack for the day of delivery for the mother, birth coach and newborn
 - 3.5 describe considerations to prepare for the care of a baby at home, including
 - 3.5.1 diapering
 - 3.5.2 furniture and accessories, including safety considerations
 - 3.5.3 clothing
 - 3.5.4 car seat and travel equipment
 - 3.5.5 bathing supplies
 - 3.5.6 preparing siblings

3.5.7 making work arrangements

4. explain events that occur during the stages of healthy labor and delivery

- 4.1 define common terms related to labor and delivery using a list of prefixes, roots and suffixes
- 4.2 describe fetal and maternal factors that work together to start the process of labor
- 4.3 identify the signs and symptoms of labor
- 4.4 differentiate between the four stages of parturition
- 4.5 describe strategies to care for the mother during each of the four stages of parturition, including considerations related to cultural beliefs and practices
- 4.6 describe the physical and emotional needs of the mother and baby immediately following birth
- 4.7 describe the purpose of the Apgar Scale and its measures
- 4.8 describe the purpose of the Neonatal Behavioral Assessment Scale

5. describe the structure and function of the mammary glands related to pregnancy, birth and lactation

- 5.1 describe the basic structure of the mammary glands
- 5.2 describe the hormonal processes that trigger lactation and letdown
- 5.3 describe how physical and sensory stimulation of the mammary glands stimulates lactation and letdown
- 5.4 describe the characteristics and function of colostrum
- 5.5 describe possible complications that can interfere with healthy lactation

6. describe possible complications related to pregnancy, labour, delivery and postpartum care

- 6.1 identify signs and symptoms of a miscarriage
- 6.2 describe risk factors associated with pregnancy
- 6.3 identify common complications of pregnancy and labor and delivery
- 6.4 describe diagnostic procedures available throughout pregnancy and to assist in labor and delivery
- 6.5 identify and assess the validity of myths associated with pregnancy
- 6.6 describe the effects of maternal health problems on a developing fetus, labour and post-natal care
- 6.7 explain the difference between baby blues and postpartum depression
- 6.8 explain the social, emotional, and economic impact of complications of pregnancy, labor and delivery on the individuals, family, peers and the community

7. demonstrate strategies for the promotion of health and wellness for a baby throughout the first year of development using multiple case studies and relevant personal experiences

- 7.1 summarize the physical, emotional, and social needs of the parents, especially the needs of the mother following the birth of a baby
- 7.2 outline family and community resources to support the family during the first year
- 7.3 describe typical expectations for physical development that occur for a baby from birth through the first year, including
 - 7.3.1 changes in height and weight
 - 7.3.2 reflexes
 - 7.3.3 control of motor skills, including fine and gross motor skills
 - 7.3.4 development of the head
 - 7.3.5 development of sight, hearing, taste and smell
 - 7.3.6 development of teeth
- 7.4 describe considerations for introducing different foods to a baby's diet during the first year
- 7.5 demonstrate safe games to play that stimulate healthy physical development

- 7.6 describe typical expectations for brain development and intellectual milestones and strategies to promote healthy intellectual and language development
 - 7.6.1 demonstrate games to promote intellectual and language development
 - 7.6.2 select toys for safety and developmental stimulation
- 7.7 evaluate the importance of socioemotional development during infancy and strategies to support healthy development
 - 7.7.1 demonstrate sensory games to play with infants to support emotional development
 - 7.7.2 demonstrate strategies for responding appropriately to crying
- 7.8 demonstrate how to safely handle an infant, including
 - 7.8.1 methods to carry an infant safely
 - 7.8.2 considerations for diapering and bathing
 - 7.8.3 meeting a baby's needs for physical contact
 - 7.8.4 burping a baby
 - 7.8.5 feeding a baby from a bottle
- 7.9 describe basic safety considerations for the care of an infant
- 8. demonstrate basic competencies**
 - 8.1 demonstrate fundamental skills to:
 - 8.1.1 communicate
 - 8.1.2 manage information
 - 8.1.3 use numbers
 - 8.1.4 think and solve problems
 - 8.2 demonstrate personal management skills to:
 - 8.2.1 demonstrate positive attitudes and behaviours
 - 8.2.2 be responsible
 - 8.2.3 be adaptable
 - 8.2.4 learn continuously
 - 8.2.5 work safely
 - 8.3 demonstrate teamwork skills to:
 - 8.3.1 work with others
 - 8.3.2 participate in projects and tasks
- 9. create a transitional strategy to accommodate personal changes and build personal values**
 - 9.1 identify short-term and long-term goals
 - 9.2 identify steps to achieve goals

COURSE HES3060: AGING & FRAILITY

Level: Advanced

Prerequisite: HES1010: Health & Wellness Fundamentals

Description: Students examine principles of care related to aging and frailty. Students gain an appreciation for the contributions elders can make to the health and wellness of other individuals and communities. Students develop knowledge and skills related to the care of elders, including those experiencing chronic conditions, frailty, and loss. Students explore the impact of aging and frailty on the individual and gain an appreciation for resources available to help individuals maintain independence and assist their family, peers and community during the final stages of life span development.

Parameters: Access to health care professionals practicing in the area of geriatrics and access to a senior's residences is recommended.

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Supporting Courses: HES1100: Communication Skills for Helping Relationships
HES2120: Ever Active Aging Leadership
HES3270: Horticultural Therapy Programs
HES3260: Animal Assisted Programs
HES2170: Chronic Conditions
HES3070: Special Populations
HES2080: Health Care 1
HES3150: Health Care 2
HES3160: Health Care 3

Outcomes: The student will:

1. evaluate principles related to aging and frailty

- 1.1 define ageism, frailty, functional independence and other terms related to geriatrics and gerontology
- 1.2 examine trends related to aging, including demographics for Canada, Alberta and relevant local communities
 - 1.2.1 longevity
 - 1.2.2 housing options
 - 1.2.3 female vs. male trends
 - 1.2.4 level of education
 - 1.2.5 financial status
 - 1.2.6 incidence and prevalence of chronic conditions
 - 1.2.7 travel
 - 1.2.8 employment
 - 1.2.9 interaction with technology
 - 1.2.10 incidence and prevalence of accidents
 - 1.2.11 the "rule of threes" (one third disuse, one third disease, one third normal aging"

- 1.3 Evaluate the twelve determinants of health as noted by Health Canada
 - 1.3.1 Summarize the significance of each determinant related to aging
 - 1.3.2 Justify the ranking of the determinants
- 1.4 compare aging to other stages of life-span development
- 1.5 describe several contributions older adults can offer to assist others in achieving the life tasks of different stages of life-span development related to their individual
 - 1.5.1 Practical skills
 - 1.5.2 Talents and interests
 - 1.5.3 Interpersonal experiences
 - 1.5.4 Functional abilities
 - 1.5.5 Formal and informal training
 - 1.5.6 Occupational background
 - 1.5.7 Personal background
- 1.6 explain the personal benefits of maintaining a relationship with older adults
- 1.7 compare historical and current theories of aging
- 1.8 evaluate the impact of the ten principles of the "Eden Alternative (TM)" and "Eden at Home (TM)" programs on elder care and communities in Alberta and Canada, including a description of the three plagues of the human spirit
- 1.9 describe different cultural perspectives, beliefs and practices regarding elder care
- 1.10 recognize signs and symptoms of elder abuse, including active and passive abuse (neglect) using case studies
 - 1.10.1 physical
 - 1.10.2 emotional
 - 1.10.3 sexual
 - 1.10.4 nutritional
 - 1.10.5 financial
- 1.11 describe duty to report responsibilities when elder abuse is suspected and community resources to help the abused and abuser
- 1.12 describe considerations for driving automobiles related to aging, including the importance of functional dependence and public safety
- 2. evaluate factors that contribute to the promotion and maintenance of health and wellness during aging using multiple case studies and appropriate personal experiences**
 - 2.1 summarize the effects of aging on the function each of the eleven body systems
 - 2.2 describe diagnostic procedures to identify effects of aging on the body
 - 2.3 summarize medical and integrative health treatments available to maintain the body systems during aging
 - 2.4 predict the long-term effect of lifestyle choices on the aging human body, including choices related to cultural beliefs and practices
 - 2.5 recommend preventative lifestyle choices required to maintain health and wellness in older adults
 - 2.5.1 describe the relationship of active living to healthy aging
 - 2.5.2 describe the relationship of proper nutrition to healthy aging
 - 2.6 explain the social, emotional and economic impact of aging on the individual, family peers and the community
 - 2.7 summarize community resources available for the promotion and maintenance of healthy aging and independence
- 3. explain basic principles of health care related to chronic conditions and frailty**
 - 3.1 summarize the signs and symptoms of common chronic conditions experienced by older adults, including
 - 3.1.1 osteoarthritis
 - 3.1.2 rheumatoid arthritis

- 3.1.3 type 2 diabetes
- 3.1.4 osteoporosis
- 3.1.5 heart disease and hypertension
- 3.1.6 stroke
- 3.1.7 chronic obstructive pulmonary disease
- 3.2 describe the impact of chronic illness on other body systems
- 3.3 describe diagnostic procedures available for these conditions
- 3.4 summarize medical and integrative health treatments available for chronic conditions
- 3.5 summarize community resources available to support people and their families to manage a chronic illness
- 3.6 justify the importance of ongoing thorough geriatric assessment involving family members and members of a health care team to manage care of elderly persons who are frail
- 3.7 describe common health management concerns related to frailty using case studies, including, but not limited to
 - 3.7.1 incontinence
 - 3.7.2 loss of mobility and falls
 - 3.7.3 loss of bowel function
 - 3.7.4 cognitive impairment
 - 3.7.4.1 delirium
 - 3.7.4.2 dementia, including Alzheimer's disease
 - 3.7.4.3 depression
- 3.8 explain the social, emotional and economic impact of frailty on the individual, family, peers and the community
- 3.9 summarize medical and integrative health treatments available for conditions related to frailty
- 3.10 summarize community resources available to support people and their families to manage conditions related to frailty
- 4. **explain the stages of grief and strategies to prepare for death and dying using case studies**
 - 4.1 describe Kubler-Ross' stages of grief experienced by elders and their families and communities
 - 4.1.1 shock
 - 4.1.2 denial
 - 4.1.3 anger
 - 4.1.4 bargaining
 - 4.1.5 depression
 - 4.1.6 acceptance
 - 4.2 explain the stages of grief as a non-linear process
 - 4.3 describe legal and ethical decisions faced by frail individuals and their families using case studies, including consideration of cultural beliefs and practices related to the
 - 4.3.1 role of personal directives
 - 4.3.2 choosing people to make decisions in the event of mental incapacitation
 - 4.4 evaluate palliative care options, including the management of chronic pain in a palliative care setting
 - 4.5 summarize cultural considerations related to death and dying
 - 4.6 summarize resources available to assist individuals and their families in preparing for death and dying and coping with the stages of grieving after the death of a loved one
- 5. **demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate

- 5.1.2 manage information
- 5.1.3 use numbers
- 5.1.4 think and solve problems
- 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

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COURSE HES3070: SPECIAL POPULATIONS

Level: Advanced

Prerequisite: HES1100: Communication Skills for Helping Relationships
HES1010: Health & Wellness Fundamentals

Description: Students understand the diversity of experiences facing special populations of children and adults in society who access health care services. Students develop an understanding of the impact of health challenges on the needs of daily living of special populations and identify available professional, family, and community resources to assist independence and promote wellness for individuals needing care and assistance.

Parameters: No specialized equipment or facilities

Note: This course includes concepts that may be particularly sensitive to students, parents or community members.

Supporting Courses: HES2090: Nurturing Children
HES2070: Integrative Health
HES3060: Aging & Frailty
HES3080: Mental Health

Outcomes: The student will:

- 1. evaluate special populations of adult individuals who access health care services using multiple case studies and/or personal experiences**
 - 1.1 describe a variety of conditions that commonly present challenges to perform activities of daily living for a variety of special populations, including
 - 1.1.1 conditions affecting physical mobility
 - 1.1.2 conditions affecting mental health
 - 1.1.3 brain injuries
 - 1.1.4 speech and language impairment
 - 1.1.5 vision impairment
 - 1.1.6 sensory impairment
 - 1.1.7 cognitive impairment
 - 1.1.8 conditions affecting behavior and social functioning
 - 1.1.9 conditions affecting nutritional intake and metabolism
 - 1.1.10 conditions affecting elimination
 - 1.2 recognize signs and symptoms for conditions identified
 - 1.3 describe adaptations necessary to perform activities of daily living for individuals in special populations
 - 1.4 summarize specific medical treatments and technologies available to support activities of daily living
 - 1.5 summarize the role of resiliency skills for maintaining and promoting the wellness of individuals in special populations
 - 1.6 describe possible integrative health models for special populations, including models that access
 - 1.6.1 complementary therapies
 - 1.6.2 alternative therapies

- 1.6.3 horticulture assisted therapies
- 1.6.4 animal assisted therapies and modalities
- 1.7 summarize the roles community, friends and family members are able to perform to support the activities of daily living for individuals in special populations
- 1.8 outline community resources to assist individuals in special populations, including
 - 1.8.1 resources for financial support
 - 1.8.2 legislation protecting the rights of individuals in special populations
 - 1.8.3 volunteer organizations
 - 1.8.4 support groups and charitable organizations
 - 1.8.5 resources for emotional and spiritual support
- 1.9 outline community resources to assist and support families and social networks of individuals in special populations, including
 - 1.9.1 resources for financial support
 - 1.9.2 legislation protecting the rights of individuals in special populations
 - 1.9.3 volunteer organizations
 - 1.9.4 support groups and charitable organizations
 - 1.9.5 resources for emotional and spiritual support
- 2. evaluate special populations of children who access health care using multiple case studies and/or personal experiences**
 - 2.1 describe a variety of conditions that commonly present challenges to perform activities of daily living children, including
 - 2.1.1 severe allergies and asthma
 - 2.1.2 hearing and visual impairments
 - 2.1.3 diabetes
 - 2.1.4 epilepsy
 - 2.1.5 cystic fibrosis
 - 2.1.6 cerebral palsy
 - 2.1.7 down syndrome
 - 2.1.8 autism spectrum disorders
 - 2.1.9 severe learning disabilities
 - 2.2 recognize signs and symptoms for conditions identified
 - 2.3 describe adaptations necessary to perform activities of daily living for children in special populations
 - 2.4 summarize specific medical treatments and technologies available to support activities of daily living
 - 2.5 summarize the role of resiliency skills for maintaining and promoting the wellness of children in special populations
 - 2.6 describe possible integrative health models for special populations, including models that access
 - 2.6.1 complementary therapies
 - 2.6.2 alternative therapies
 - 2.6.3 horticulture assisted therapies
 - 2.6.4 animal assisted therapies and modalities
 - 2.7 summarize the roles community, friends and family members are able to perform to support the activities of daily living for children in special populations
 - 2.8 justify the importance of caring for siblings of children in special populations
 - 2.9 outline community resources to assist families with children in special populations, including
 - 2.9.1 resources for financial support
 - 2.9.2 legislation protecting the rights of individuals in special populations
 - 2.9.3 volunteer organizations
 - 2.9.4 support groups and charitable organizations
 - 2.9.5 resources for emotional and spiritual support

3. evaluate current health care concerns and topics for discussion related to special populations using multiple case studies and/or personal experiences

- 3.1 identify relevant statistic related to the incidence and prevalence of special populations in Canada, including statistics related to
 - 3.1.1 age
 - 3.1.2 gender
 - 3.1.3 culture
 - 3.1.4 geography
 - 3.1.5 family relationships
 - 3.1.6 social relationships
 - 3.1.7 employment
- 3.2 identify changing demographics and trends based affecting special populations
- 3.3 examine cultural beliefs and practices affecting individuals in special populations and their families, including beliefs and practices affecting access care
- 3.4 examine the impact of stereotypes, generalizations, biases and prejudices on individuals in special populations and their families
- 3.5 examine personal beliefs and attitudes related to special populations

4. demonstrate skills for assisting individuals in special populations using case studies and/or personal experiences

- 4.1 interview or review interviews of individuals in special populations to experience their perspectives on health, wellness and activities of daily living
- 4.2 interview a variety of health care professionals to support the activities of daily living for individuals in special populations, including
 - 4.2.1 medical professionals
 - 4.2.2 practitioners of complementary and alternative therapies
 - 4.2.3 volunteers who work with special populations
 - 4.2.4 professionals in a variety of social support fields
- 4.3 design a plan to assist with activities for daily living to support an individual(s) in a special population
 - 4.3.1 identify a need (s)
 - 4.3.2 write goals to guide activities
- 4.4 perform skills to assist activities of daily living
- 4.5 demonstrate skills to overcome possible communication barriers with individuals in special populations
- 4.6 assess effectiveness of the plan and modify goals for future assistance

5. demonstrate basic competencies

- 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
- 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks

6. create a transitional strategy to accommodate personal changes and build personal values

- 6.1 identify short-term and long-term goals
- 6.2 identify steps to achieve goals

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COURSE HES3080: MENTAL HEALTH

Level: Advanced

Prerequisite: HES1010: Health & Wellness Fundamentals

Description: Students acquire the knowledge and skills necessary for achieving and maintaining mental health and wellness. Students study stress and its relationship to health and wellness and examine resources to prevent and manage stress as well as adaptive and maladaptive coping mechanisms related to stress. Students gain an appreciation for the complexity of a variety of mental health conditions including dementia and depression and the medical and integrative health approaches and resources available to manage them. Students examine the impact of mental health as it pertains to the individual, family, peers and community.

Parameters: No specialized equipment or facilities.

Supporting Courses: HES1100: Communication Skills for Helping Relationships
HES1120: Perspectives on Interpersonal Relationships
HES2070: Integrative Health
HES3060: Aging & Frailty
HES2020: Nervous System & Senses
HES3270: Horticultural Therapy Programs
HES3260: Animal Assisted Programs

Outcomes: The student will:

1. evaluate principles related to stress and stress management using case studies and appropriate personal experiences

- 1.1 define stress and mental health
- 1.2 describe how a variety of changes and crises that occur in life affect levels of stress, including but not limited to:
 - 1.2.1 physical causes of stress
 - 1.2.2 emotional causes
 - 1.2.3 stress related to work
 - 1.2.4 psychological stressors
 - 1.2.5 sociologic stressors
 - 1.2.6 financial pressures
- 1.3 differentiate between positive stress and negative stress
- 1.4 evaluate personal stress levels
- 1.5 examine different assessment tools used to evaluate levels of stress
- 1.6 evaluate the effects of stress on each of the body systems
 - 1.6.1 describe how the dimensions of wellness affect stress levels
 - 1.6.2 recognize signs and symptoms of stress that can be observed and measured related to each of the body systems
 - 1.6.3 describe the relationship of unrelieved and prolonged stress to the development of chronic illness
- 1.7 evaluate the concept of resiliency as an adaptive coping skill
 - 1.7.1 describe risk factors that inhibit resilient responses to stress, including cultural, economic, and physical factors that are intrinsic and extrinsic

- 1.7.2 describe protective factors that help promote resiliency in the face of stress and adversity, including cultural, economic, and physical factors that are intrinsic and extrinsic
- 1.8 examine models of resiliency for children and adults
- 1.9 summarize several community resources available to assess resiliency and help individuals with stress and crises management
- 1.10 differentiate between the traditional model of supporting individuals in crisis through problem-solving versus a participatory approach to build resiliency
- 1.11 describe common maladaptive reactions to stress and crises
- 1.12 recommend preventative lifestyle choices required to prevent and manage stress, including choices related to cultural beliefs and practices
 - 1.12.1 describe the relationship of active living to stress management
 - 1.12.2 describe the relationship of proper nutrition to stress management
 - 1.12.3 describe the significance of time management skills to stress management
- 1.13 summarize medical and integrative health treatments available to manage stress
- 1.14 describe various biases and stereotypes that exist regarding mental health conditions
- 2. explain the basic pathology and treatment of a variety of mental health conditions, including dementia and depression, using multiple case studies**
 - 2.1 define terms related to mental health and psychology
 - 2.2 summarize the signs and symptoms of dementia, depression and other mental health conditions
 - 2.3 differentiate between dementia and delirium
 - 2.4 differentiate between feeling depressed and clinical depression
 - 2.5 describe the relationship between loneliness, helplessness and boredom and development of depression in older adults
 - 2.6 describe the effect of hormonal changes and imbalances on mental health, including hormonal changes related to pregnancy and birth and menopause
 - 2.7 describe various causes of mental health conditions, including genetic causes
 - 2.8 describe diagnostic procedures available for these conditions, including brain mapping
 - 2.9 summarize medical and integrative health treatments available for mental health conditions, including the
 - 2.9.1 role of Horticultural and Animal Assisted programs
 - 2.9.2 development of new technologies to treat and manage mental health conditions such as neurofeedback and medications
 - 2.10 justify the importance of a multidisciplinary health care team approach to managing and treating a mental health condition
 - 2.11 describe the impact of mental health conditions on the health and wellness of other body systems
 - 2.12 explain the social, emotional and economic impact of these conditions on the individual, family, peers and the community
 - 2.13 summarize community resources available for people living mental health conditions
 - 2.14 summarize community resources available for families and friends of people living with mental health conditions
 - 2.15 describe the various types of therapeutic environments available in the community for people requiring help with mental health conditions:
 - 2.15.1 acute care/active treatment unit
 - 2.15.2 regional psychiatric centre
 - 2.15.3 rehabilitation centre
 - 2.15.4 community mental health or guidance centre
 - 2.15.5 community group home

- 3. explain considerations for recognizing and reporting suspicions of suicide using case studies**
 - 3.1 describe the signs and symptoms of suicide
 - 3.2 identify appropriate methods of reporting the recognition of suicide indicators
 - 3.3 recognize limitations of personal skill to deal with issues related to suicide
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

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COURSE HES3090: CHILD CARE FIRST AID

Level: Advanced

Prerequisite: None

Description: Students study and demonstrate first-aid skills and procedures, including CPR and AED, for dealing with emergency situations with separate emphases on adults and on infants and children. Students identify a child-safe environment and recognize and demonstrate skills and procedures for dealing with child and infant emergency situations and medical conditions.

Parameters: **Access to instruction from an individual with a** recognized First Aid and First Aid in Child Care/CPR instructor's certificate.

Note: Students may qualify for certification in **First Aid in Child Care and Emergency First Aid with AED certification** when they meet the competencies specified by the credentialing agency and are 16 years of age.

Outcomes: The student will:

- 1. describe the roles and responsibilities of the first-aider for providing first aid for all individuals with separate emphases on adults as well as children and infants**
 - 1.1 outline the objectives of first aid
 - 1.2 state the universal precautions in first aid
 - 1.3 identify preparations for emergencies
 - 1.4 describe the legal implications of performing first-aid, including those in the Emergency Medical Act and Good Samaritan Act,
 - 1.5 differentiate between life-threatening and non life-threatening emergencies
 - 1.6 identify the details necessary in first-aid records and reports
- 2. identify causes, signs and symptoms of emergency injuries and conditions for all individuals with separate emphases on adults as well as children and infants**
 - 2.1 airway emergencies
 - 2.2 breathing emergencies
 - 2.3 circulation emergencies
 - 2.4 shock
 - 2.5 head, spinal and pelvic injuries
 - 2.6 bone, muscle and joint injuries
 - 2.7 eye injuries
 - 2.8 burns, including first, second and third degree burns
 - 2.9 wounds and severe bleeding
 - 2.10 environmental emergencies
 - 2.11 emergencies related to extreme temperatures of heat and cold
 - 2.12 childhood illnesses and medical conditions
- 3. demonstrate first-aid procedures with separate emphases on adults as well as children and infants**
 - 3.1 used with emergency scene management
 - 3.2 used in life threatening emergencies, including child resuscitation, 1 person CPR, 2 person CPR and AED use

- 3.3 used in non life threatening emergencies
- 3.4 used for providing on-going care
- 4. describe how to meet the physical, emotional, psychological and social needs of all individuals involved in an emergency**
 - 4.1 discuss typical reactions
 - 4.2 describe barriers to action that may influence the actions of the first-aider
 - 4.3 identify available resource
- 5. identify practices that provide a safe environment with separate emphases on adults as well as children and infants**
 - 5.1 develop safety practices
 - 5.1.1 at home
 - 5.1.2 at school
 - 5.1.3 with motorized vehicles
 - 5.1.4 at play
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

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COURSE HES3100: EARLY LEARNING & CHILD CARE 1

Level: Advanced

Prerequisite: None

Description: This is the first of five courses leading to Provincial Certification required to work in licensed child care programs. Students investigate the roles and responsibilities of a child care worker, and develop communication, observation and skills for guiding behavior.

Parameters: Access to children *between the ages of 0-5 is necessary* in any of the following ways: a licensed child care centre; a licensed preschool; a licensed or approved family day home; a licensed out of school care with children; or, a school-based *pre*-kindergarten program. A kindergarten program will not fulfill the needs of the program due to the age of the children.

Note: Upon successful completion of the following courses; Early Learning and Child Care 1, 2, 3, 4, and 5 the student may be eligible to receive certification, providing the objectives of the *Orientation Course for Childcare Staff*¹ from Alberta Children and Youth Services have been met. Students should be aware that a security check may be required for access to child care facilities.

Supporting Course: HES2090: Nurturing Children
HES3090: Child Care First Aid

Outcomes: The student will:

- 1. evaluate roles and responsibilities of providing quality care and a safe environment for children**
 - 1.1 identify personal values, beliefs, culture and personal experience in relation to the role of a child care professional
 - 1.2 differentiate between support functions and primary care responsibilities
 - 1.3 examine the responsibilities of providing a safe environment for children
 - 1.4 identify qualities of a professional child care worker
 - 1.5 examine the meaning and importance of quality care
- 2. demonstrate skills for effective communication**
 - 2.1 describe skills, methods and processes of effective communication
 - 2.2 practice active listening skills with children in a child care facility to facilitate positive communication
- 3. observe and record children's behaviour**
 - 3.1 interpret the importance of observing young children and methods used to record observations of child behaviour
 - 3.2 identify ways caregivers can observe in a child care setting
 - 3.3 record the effects of culture, experiences, traditions, personal history and biases on observing children's behaviour

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- 4. demonstrate developmentally appropriate practices when guiding children's behavior**
- 4.1 differentiate between guidance, discipline and punishment
 - 4.2 role play giving clear guidelines with a positive approach
 - 4.3 describe redirection strategies to avoid problem situations
 - 4.4 assess appropriate guidance policies for child care programs
- 5. demonstrate basic competencies**
- 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
- 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

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COURSE HES3110: EARLY LEARNING & CHILD CARE 2

Level: Advanced

Prerequisite: HES3100: Early Learning & Child Care 1

Description: This is the second of five courses leading to Provincial Certification required to work in licensed child care programs. Students will develop skills to assist in promoting the physical, intellectual, and language development in children from birth to age six.

Parameters: Access to children *between the ages of 0-5 is necessary* in any of the following ways: a licensed child care centre; a licensed preschool; a licensed or approved family day home; a licensed out of school care with children; or, a school-based *pre*-kindergarten program. A kindergarten program will not fulfill the needs of the program due to the age of the children.

Note: Upon successful completion of the following courses; Early Learning and Child Care 1, 2, 3, 4, and 5 the student may be eligible to receive certification, providing the objectives of the *Orientation Course for Childcare Staff*¹ from Alberta Children and Youth Services have been met. Students should be aware that a security check may be required for access to child care facilities.

Supporting Course: HES2090: Nurturing Children
HES2010: First AID/CPR with AED

Outcomes: The student will:

- 1. plan and promote opportunities for physical development for children 0-6 years of age**
 - 1.1 distinguish between large and fine motor abilities
 - 1.2 describe different stages of physical development for children 0-6 years
 - 1.3 list factors that affect a child's development
 - 1.4 plan activities that enhance opportunities to promote physical development in a child care setting
 - 1.5 design play activities to stimulate various stages of physical development using found materials
 - 1.5.1 connect the activity, where it makes sense, to other developmental domains
 - 1.6 evaluate activities that enhance opportunities to promote physical development in a child care setting
- 2. plan and promote opportunities for intellectual development for children 0-6 years of age**
 - 2.1 identify different learning styles of children
 - 2.2 describe how children play with materials differently at various stages of development
 - 2.3 plan activities that support children's intellectual development that coincide with age appropriate activities

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- 2.4 design play activities to stimulate various stages of intellectual development using found materials
 - 2.4.1 connect the activity, where it makes sense, to other developmental domains
- 2.5 evaluate activities that support children's intellectual development that coincide with age appropriate activities

3. plan and promote opportunities for language development for children 0-6 years of age

- 3.1 describe the basic principles and milestones of language development
- 3.2 describe what children need in order to develop their language skills
- 3.3 practice appropriate ways to promote language in young children
- 3.4 design play activities to stimulate various stages of language development using found materials
 - 3.4.1 connect the activity, where it makes sense, to other developmental domains

4. demonstrate basic competencies

- 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
- 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks

5. create a transitional strategy to accommodate personal changes and build personal values

- 5.1 identify short-term and long-term goals
- 5.2 identify steps to achieve goals

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COURSE HES3120: EARLY LEARNING & CHILD CARE 3

Level: Advanced

Prerequisite: HES3110: Early Learning & Child Care 2

Description: This is the third of five courses leading to Provincial Certification required to work in licensed child care programs. Students will develop skills to assist in promoting the social-emotional and creative development with children from birth to age 6. Students will also examine the development of learning through play.

Parameters: Access to children *between the ages of 0-5 is necessary* in any of the following ways: a licensed child care centre; a licensed preschool; a licensed or approved family day home; a licensed out of school care with children; or, a school-based *pre*-kindergarten program. A kindergarten program will not fulfill the needs of the program due to the age of the children.

Note: Upon successful completion of the following courses; Early Learning and Child Care 1, 2, 3, 4, and 5 the student may be eligible to receive certification, providing the objectives of the *Orientation Course for Childcare Staff*¹ from Alberta Children and Youth Services have been met. Students should be aware that a security check may be required for access to child care facilities.

Supporting Course: HES2090: Nurturing Children
HES2010: First AID/CPR with AED

Outcomes: The student will:

- 1. plan and promote opportunities for social-emotional development for children 0-6 years of age**
 - 1.1 explain the meaning of social development, emotional development, and self-esteem in children
 - 1.2 assess how a caregiver's response can promote self-esteem
 - 1.3 investigate what children need for healthy social and emotional development
 - 1.4 demonstrate the responsibilities of a caregiver that support healthy emotional and social development
 - 1.5 design play activities to stimulate various stages of social-emotional development using found materials
 - 1.5.1 connect the activity, where it makes sense, to other developmental domains
- 2. plan and promote opportunities for creative development for children 0-6 years of age**
 - 2.1 describe the stages of creative development and expression
 - 2.2 demonstrate the role of the caregiver in promoting creativity in children
 - 2.3 plan age-appropriate experiences that promote creative development
 - 2.4 design play activities to stimulate various stages of creative development using found materials
 - 2.4.1 connect the activity, where it makes sense, to other developmental domains

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- 2.5 evaluate age-appropriate experiences that promote creative development
- 2.6 communicate about personal feelings experienced during the process of creating
- 3. analyze the various aspects and developmental stages of play**
- 3.1 summarize the different stages of social play
- 3.2 describe several characteristics of play
- 3.3 describe the developmental stages of play
- 3.4 demonstrate the components to enhance play
- 4. explain the significance of caregivers in children's play**
- 4.1 discuss the role of adults as part of the play process
- 4.2 describe the principle of inclusion for children with diverse needs
- 5. evaluate the importance of play in children's development**
- 5.1 evaluate personal childhood play experiences
- 5.2 compare personal childhood play experiences to play experiences observed with present day children
- 5.3 justify the value of play for children's physical, intellectual, creative, and social-emotional development
- 6. demonstrate basic competencies**
- 6.1 demonstrate fundamental skills to:
- 6.1.1 communicate
- 6.1.2 manage information
- 6.1.3 use numbers
- 6.1.4 think and solve problems
- 6.2 demonstrate personal management skills to:
- 6.2.1 demonstrate positive attitudes and behaviours
- 6.2.2 be responsible
- 6.2.3 be adaptable
- 6.2.4 learn continuously
- 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
- 6.3.1 work with others
- 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
- 7.1 identify short-term and long-term goals
- 7.2 identify steps to achieve goals

COURSE HES3130: EARLY LEARNING & CHILD CARE 4

Level: Advanced

Prerequisite: HES3120: Early Learning & Child Care 3

Description: This is the fourth of five courses leading to Provincial Certification required to work in licensed child care programs. Students will examine family dynamics and issues as well as the cultural diversity of the children and families under their care. Students will also develop skills to support and promote the cultural identity of children.

Parameters: Access to children *between the ages of 0-5 is necessary* in any of the following ways: a licensed child care centre; a licensed preschool; a licensed or approved family day home; a licensed out of school care with children; or, a school-based *pre*-kindergarten program. A kindergarten program will not fulfill the needs of the program due to the age of the children.

Note: Upon successful completion of the following courses; Early Learning and Child Care 1, 2, 3, 4, and 5 the student may be eligible to receive certification, providing the objectives of the *Orientation Course for Childcare Staff*¹ from Alberta Children and Youth Services have been met. Students should be aware that a security check may be required for access to child care facilities.

Supporting Course: HES2090: Nurturing Children
HES2010: First AID/CPR with AED

Outcomes: The student will:

- 1. explain strategies to improve relationships with families and co-workers within the context of a child care facility**
 - 1.1 describe the stresses facing families and the role of child care in supporting families
 - 1.2 identify barriers to positive relations between families and child care staff
 - 1.3 describe strategies that can improve relationships and communications with parents and co-workers
 - 1.4 describe the role of problem-solving and how this may be used with family members
- 2. demonstrate awareness and understanding of cultural diversity and practices**
 - 2.1 build cultural knowledge
 - 2.2 identify cultural practices within communities
 - 2.3 examine various cultural skills for child care
 - 2.4 demonstrate inclusion of families' cultural diversity within a child care facility
- 3. gain an awareness and understanding of FNMI (First Nations, Métis, and Inuit) peoples and culture**
 - 3.1 demonstrate an understanding that FNMI (First Nations, Métis, and Inuit) peoples developed distinct cultures in differing environments
 - 3.2 develop an awareness of common misconceptions about Aboriginal people:
 - 3.2.1 First Nation (status/non-status)

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- 3.2.2 Métis
- 3.2.3 Inuit
- 3.3 demonstrate an understanding of a holistic view of Aboriginal people
- 3.4 identify ways to support and promote identity when working with young children
- 4. compare community resources as valuable supports to children, families, and the child care program**
 - 4.1 list a variety of community resources
 - 4.2 compare the mandate of a variety of community resources
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

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COURSE HES3140: EARLY LEARNING & CHILD CARE 5

Level: Advanced

Prerequisite: HES3130: Early Learning & Child Care 4

Description: This is the fifth of five courses leading to Provincial Certification required to work in licensed child care programs. Students will learn appropriate practices related to routines in a child care program. Students will also plan for the health, safety and well-being of children in child care programs.

Parameters: Access to children *between the ages of 0-5 is necessary* in any of the following ways: a licensed child care centre; a licensed preschool; a licensed or approved family day home; a licensed out of school care with children; or, a school-based *pre*-kindergarten program. A kindergarten program will not fulfill the needs of the program due to the age of the children.

Note: Upon successful completion of the following courses; Early Learning and Child Care 1, 2, 3, 4, and 5 the student may be eligible to receive certification, providing the objectives of the *Orientation Course for Childcare Staff*¹ from Alberta Children and Youth Services have been met. Students should be aware that a security check may be required for access to child care facilities.

Supporting Course: HES2090: Nurturing Children
HES2010: First AID/CPR with AED

Outcomes: The student will:

- 1. demonstrate how to promote children's development through daily physical routines in a child care facility**
 - 1.1 identify appropriate practices for caregivers to use in daily routines
 - 1.2 explain how routines promote children's development in a safe and nurturing way
 - 1.3 plan and implement practices to improve various routines including arrival/departure times, mealtimes, transitions to naptimes, toileting, etc.
- 2. describe roles and responsibilities of caregivers and childcare programs to promote health, safety, and well-being of children**
 - 2.1 research ways the provincial government is involved in ensuring the safety and well-being of children in child care settings
 - 2.2 outline various standards in the *Child Care Regulation*
 - 2.3 identify health and safety issues in child care settings
 - 2.4 describe the role of the licensing officer
- 3. describe responsibilities and processes for reporting suspected cases of abuse or neglect**
 - 3.1 identify some of the indicators of child abuse
 - 3.2 state the definition of child abuse, including the four main types of abuse, according to the Government of Alberta's *Child, Youth and Family Enhancement Act*

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- 3.3 describe the caregiver's responsibility in reporting suspected abuse and their role in preventing abuse
- 3.4 identify the appropriate process for reporting
- 3.5 describe strategies for providing support to children who have been abused and/or neglected
- 3.6 summarize how community resources can be a valuable asset to children, families, and the child care program
- 4. plan for the role of an early childhood professional in promoting child development and contributing to quality child care**
 - 4.1 describe the elements of program planning
 - 4.2 plan a day in the life of a child in a day care setting
 - 4.3 describe the role of a caregiver as a member of a child care team
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

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COURSE HES3150: HEALTH CARE 2

Level: Advanced

Prerequisite: HES2080: Health Care 1

Description: Students continue to learn about providing health care as it relates to special conditions and long-term care.

Parameters: Access to a long term care facility, or transfer equipment and a transfer belt.

Note: This module includes concepts that may be particularly sensitive to students, parents, or community members

Supporting Course: HES1080: Infection & Immunity 1

Outcomes: The student will:

1. perform work assignments

- 1.1 describe the different sections in a care plan
- 1.2 describe methods to organize work assignments
- 1.3 implement care plan according to employer policies and procedures
- 1.4 facilitate client self-care
- 1.5 describe the role of health care team members in the delivery of health care
- 1.6 participate in case/team conferencing

2. take and record vital signs using appropriate methods and equipment

- 2.1 describe and demonstrate the appropriate measuring instrument to measure and record weight and height
- 2.2 describe and demonstrate the appropriate thermometer to take and record a client's temperature
- 2.3 describe and demonstrate how to record a client's respiration
- 2.4 describe and demonstrate how to take and record a client's blood pressure

3. demonstrate appropriate occupied and unoccupied bed making techniques

- 3.1 demonstrate the principles of good body mechanics when making beds
- 3.2 describe safety precautions and policies to follow when making beds
- 3.3 make a closed and open bed using approved procedures
- 3.4 describe how to make occupied beds using approved procedures and accessory devices used on beds

4. demonstrate proper meal time assisting techniques

- 4.1 describe how to safely handle and store food
- 4.2 describe safety precautions and policies to follow when assisting clients with meals
- 4.3 describe various feeding techniques
- 4.4 describe special diets for clients
- 4.5 describe proper hygiene for clients before and after meals
- 4.6 describe when the abdominal thrust maneuver should be used
- 4.7 identify client diet and special needs by reviewing care plan
- 4.8 observe the client during mealtimes to identify amounts eaten, changes in appetite, fluid intake, and swallowing difficulties

5. describe and identify proper techniques and protocols for restricting a client's freedom and movement

- 5.1 describe the reasons for using restraining devices
- 5.2 identify the risks when using restraining devices

- 5.3 describe the types of restraining devices and indications for use
- 5.4 identify examples of mechanical restraining devices
- 5.5 identify alternatives to using restraining devices
- 5.6 identify safety measures and documentation when using restraining devices
- 5.7 identify the impact on the client and family when using restraining devices

6. demonstrate basic competencies

- 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
- 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks

7. create a transitional strategy to accommodate personal changes and build personal values

- 7.1 identify short-term and long-term goals
- 7.2 identify steps to achieve goals

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COURSE HES3160: HEALTH CARE 3

Level: Advanced

Prerequisite: HES3150: Health Care 2

Description: Students continue to learn about providing health care as it relates to special conditions and long-term care.

Parameters: Access to a long term care facility, or transfer equipment and a transfer belt.

Note: This module includes concepts that may be particularly sensitive to students, parents, or community members

Outcomes: The student will:

- 1. describe safety requirements for individuals with special needs or conditions**
 - 1.1 describe the types of emergencies one could encounter in health care facilities
 - 1.2 describe how to prevent injury, unsafe conditions, and emergencies
 - 1.3 describe how to recognize, report and document unsafe conditions
 - 1.4 describe how the Occupational Health and Safety Guidelines impact health care facilities
 - 1.5 describe the WHMIS and MSDS Guidelines for working with hazardous materials
- 2. describe and demonstrate how to provide personal care to individuals with special needs or conditions**
 - 2.1 describe how infection control practices are used when providing care
 - 2.2 describe isolation procedures and precautions
- 3. describe and demonstrate appropriate transfer techniques for individuals with special needs or conditions**
 - 3.1 describe transporting and policies to follow when transporting clients
 - 3.2 describe organizational systems or community programs that provide client transport and how they can be assessed
 - 3.3 describe methods and procedures for safe transport of a client
- 4. demonstrate proper body mechanics and safe lifting techniques**
 - 4.1 describe and demonstrate the principles of proper body mechanics
 - 4.2 describe and demonstrate the importance of good body positioning and regular body changes
 - 4.3 identify situations where risk of personal injury may occur
 - 4.4 describe the proper and safe use of assistive devices
 - 4.5 describe the standard positions used when lifting and transferring clients
 - 4.6 describe and demonstrate the safety precautions to follow when lifting and transferring clients
 - 4.7 describe how to ensure client comfort during and after lifting and transferring
 - 4.8 describe and demonstrate how to report problems encountered when lifting and transferring clients
- 5. describe and demonstrate safety of lifts and transfers and mobility aides**
 - 5.1 describe the equipment commonly used by the health care aide
 - 5.2 use and maintain the equipment according to manufacturers' specifications
 - 5.3 recognize and describe common fire and electrical guidelines and hazards and follow appropriate emergency procedures
- 6. describe and demonstrate how to assist with ambulation for individuals with special needs or conditions**

- 6.1 describe the proper use of ambulation
- 6.2 describe and demonstrate the different types of ambulatory aids available
- 6.3 describe environmental and architectural risk factors to ambulation
- 6.4 describe how to assess a client's readiness to ambulate
- 6.5 describe different types of mobility devices
- 6.6 describe how ambulation and mobility aids should fit individual client conditions and needs
- 6.7 describe and demonstrate how to assist clients with the use of wheelchairs and other power mobility devices
- 6.8 describe unusual client reactions or problems and how to report them
- 6.9 describe and demonstrate how to safely maintain equipment and assistive devices
- 7. describe and identify proper techniques and protocols for restricting a client's freedom and movement**
 - 7.1 describe the reasons for using restraining devices
 - 7.2 identify the risks when using restraining devices
 - 7.3 describe the types of restraining devices and indications for use
 - 7.4 identify examples of mechanical restraining devices
 - 7.5 identify alternatives to using restraining devices
 - 7.6 identify safety measures and documentation when using restraining devices
 - 7.7 identify the impact on the client and family when using restraining devices
- 8. demonstrate basic competencies**
 - 8.1 demonstrate fundamental skills to:
 - 8.1.1 communicate
 - 8.1.2 manage information
 - 8.1.3 use numbers
 - 8.1.4 think and solve problems
 - 8.2 demonstrate personal management skills to:
 - 8.2.1 demonstrate positive attitudes and behaviours
 - 8.2.2 be responsible
 - 8.2.3 be adaptable
 - 8.2.4 learn continuously
 - 8.2.5 work safely
 - 8.3 demonstrate teamwork skills to:
 - 8.3.1 work with others
 - 8.3.2 participate in projects and tasks
- 9. create a transitional strategy to accommodate personal changes and build personal values**
 - 9.1 identify short-term and long-term goals
 - 9.2 identify steps to achieve goals

COURSE HES3170: MUSCULOSKELETAL SYSTEM 2

Level: Advanced

Prerequisite: HES1040: Musculoskeletal System 1

Description: Students acquire advanced knowledge and skills necessary for the application of the basic principles of movement and biomechanics to a variety of skills and activities. Students gain an appreciation for how biomechanics can impact the health and wellness of individuals and their family, peers and community.

Parameters: Access to instruction from an individual who is highly knowledgeable in this area. Preferred teacher with kinesiology or occupational health background

Supporting Course: HES2140: Injury Management 2

Outcomes: The student will:

- 1. explain the anatomy and physiology of muscles and muscle movement**
 - 1.1 describe the structure of muscle, including a description of
 - 1.1.1 connective tissues
 - 1.1.2 fascicles
 - 1.1.3 deep fascia
 - 1.1.4 muscle fibers (myosin and actin)
 - 1.1.5 sarcomeres
 - 1.2 explain the events that produce a muscle action, including the sliding filament mechanism
 - 1.3 explain the action of several muscle pairs in the skeletal system acting as agonist and antagonist pairs, including
 - 1.3.1 muscles that move the shoulder and arm
 - 1.3.2 muscles that move the forearm and hand
 - 1.3.3 muscles of the abdomen
 - 1.3.4 deep muscles of the back
 - 1.3.5 muscles that move the thigh and leg
 - 1.3.6 muscles that move the ankle and foot
 - 1.4 map the movement of nerve impulses to individual muscles for voluntary and involuntary movement
 - 1.5 describe the function of motor units
 - 1.6 explain the function of the neuromuscular junction
 - 1.7 explain the events that produce a muscle action, including the sliding filament mechanism
- 2. explain principles of biomechanics for injury prevention and human performance enhancement**
 - 2.1 describe current principles of biomechanics
 - 2.2 explain how biomechanics can be used to enhance performance
 - 2.3 explain how biomechanics can impact injury prevention
 - 2.4 explain how biomechanics impact energy levels and prevent muscle fatigue
- 3. evaluate how biomechanics impacts human movement**
 - 3.1 differentiate between muscle tone, isotonic contractions and isometric contractions
 - 3.2 demonstrate basic movement principles
 - 3.2.1 apply principles of first-class levers to body movements

- 3.2.2 apply principles of second-class levers to body movements
- 3.2.3 apply principles of third-class levers to body movements
- 3.3 demonstrate several different types of movements and joint actions, including
 - 3.3.1 angular (flexion, extension, abduction, adduction)
 - 3.3.2 circular (circumduction, rotation)
 - 3.3.3 special to forearm (supination, pronation)
 - 3.3.4 special at ankle (inversion, eversion, dorsiflexion, plantar flexion)
 - 3.3.5 special at the shoulder (protraction, retraction, elevation and depression)
- 3.4 explain basic movement patterns, incorporating the concept of antagonist, agonist and synergistic muscle actions involving the major joints
- 3.5 list several skills and related movements from daily living, physical activity or athletics that have a high incidence of injury related to improper biomechanics
- 3.6 explain how the acquisition of a skill and poor execution of skill impact the health of a joint
- 4. analyze ways in which taping, strapping/bracing, and equipment can impact the acquisition and execution of skills**
 - 4.1 describe a variety of ways taping and bracing can prevent injuries
 - 4.2 demonstrate how advances in technology have impacted performance
 - 4.3 explain how stages of rehabilitation from an injury can affect joint biomechanics and performance
 - 4.4 summarize how proper biomechanics can reduce the probability of re-injury or chronic injury
- 5. demonstrate taping and strapping/bracing techniques to support movement**
 - 5.1 for active living
 - 5.2 for minor injuries
 - 5.3 for sport and athletic performance
 - 5.4 for rehabilitation and return to play
- 6. demonstrate basic competencies**
 - 6.1 fundamental skills
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think & solve problems
 - 6.2 personal management skills
 - 6.2.1 demonstrate positive attitudes & behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 teamwork skills
 - 6.3.1 work with others
 - 6.3.2 participate in projects & tasks
- 7. create a transitional strategy to accommodate personal changes and build personal value**
 - 7.1 identify short term and long term goals
 - 7.2 identify steps to achieve goals

COURSE HES3180: TRAINING & CONDITIONING

Level: Advanced

Prerequisite: HES1070: Cardiovascular System
HES3170: Musculoskeletal System 2

Description: Students gain an understanding of training principles and how they affect workout design. Students also gain fundamental skills for assessing exercise intensity and learn training principles to increase and decrease workout designs for apparently healthy individuals.

Parameters: Access to a fitness facility is necessary. Teachers must have a background in physical education and/or kinesiology. If student AFLCA is desired, teachers must meet the training requirements of the Alberta Provincial Fitness Unit.

This course is the first of two fundamental courses necessary to complete before choosing a fitness specialty course towards possible certification as a fitness leader with AFLCA.

Supporting Courses: HES1020: Nutrition & Wellness
HES2100: Nutrition for Recreation Activities & Sport
HES1060: Respiratory System

Outcomes: The student will:

1. explain energy systems as they are used by the body during physical activity

- 1.1 identify the body's sources of food for energy production
- 1.2 describe the role of digestion, absorption and metabolism in the utilization of nutrients in food
- 1.3 describe the body's energy requirements during activity
- 1.4 describe the energy continuum during physical activity
- 1.5 relate energy release systems in the body to the nature of physical activity and to nutrient availability, including:
 - 1.5.1 the function of ATP
 - 1.5.2 availability and use of glucose and glycogen
 - 1.5.3 aerobic versus anaerobic energy systems (immediate, short term and long term energy pathways)
 - 1.5.4 intensity and duration of physical activity, including symptoms of high lactic acid levels in the body
 - 1.5.5 carbohydrate content in the diet
 - 1.5.6 impact of training on energy utilization, including steady state exercise

2. apply the concept of levers to movement

- 2.1 define terms:
 - 2.1.1 lever
 - 2.1.2 fulcrum
 - 2.1.3 resistance force
 - 2.1.4 angle of pull
- 2.2 describe three classes of levers
- 2.3 categorize several movements into three classes of levers
- 2.4 explain how inertia affects movement

- 2.5 demonstrate how resistance force, length of lever, and the angle of pull can alter forces on a muscle
- 2.6 demonstrate methods to increase stability during movement considering centre of mass and base of support
- 3. justify safe physical activity practices for apparently healthy individuals**
 - 3.1 explain the four components of exercise analysis using the S.E.A.T. model
 - 3.2 describe potential risks to joint structures with various exercise movements
 - 3.3 demonstrate preventative measures for exercise participants to decrease injuries specific to:
 - 3.3.1 warm-up
 - 3.3.2 cool-down
 - 3.3.3 body alignment
 - 3.3.4 rate of progression
 - 3.3.5 dynamic movement, including ballistic movement
 - 3.3.6 intensity
 - 3.3.7 high impact activity
 - 3.3.8 cross-training
 - 3.3.9 flexibility
 - 3.4 explain the concept of overtraining, including musculoskeletal and systemic indicators
- 4. demonstrate techniques to monitor exercise intensity**
 - 4.1 explain the concept of Ratings of Perceived Exertion
 - 4.2 recognize the normal signs of the acute effects of exercise
 - 4.3 monitor exercise intensity using the Dyspnea scale
 - 4.4 monitor heart rate as a measure of exercise intensity using the Talk Test
 - 4.5 monitor the respiratory response to exercise
 - 4.6 describe how the respiratory system responds to exercise
 - 4.6.1 describe guidelines for breathing during muscular conditioning exercise
 - 4.7 explain the performance parameters of the heart
 - 4.7.1 define cardiac output
 - 4.7.2 interpret how exercise can increase cardiac output
 - 4.7.3 interpret the impact of exercise on stroke volume
 - 4.8 monitor heart rate during exercise
 - 4.8.1 explain why heart rate is useful for monitoring
 - 4.8.1.1 intensity of exercise
 - 4.8.1.2 amount of physiological stress
 - 4.8.2 explain the term "target heart rate"
 - 4.8.3 demonstrate when and how to measure pulse rates
 - 4.8.3.1 carotid pulse
 - 4.8.3.2 radial pulse
 - 4.8.4 calculate target heart rate using:
 - 4.8.4.1 Karvonen method
 - 4.8.4.2 Canadian Physical Activity Fitness and Lifestyle Appraisal Heart Method (CPAFLA)
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems

- 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

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COURSE HES3190: FITNESS INSTRUCTION LEADERSHIP PRINCIPLES

Level: Advanced

Prerequisite: HES3180: Training & Conditioning
HES1020: Nutrition & Wellness

Description: Students will learn components of fitness and apply them to the design of various fitness and exercise classes for apparently healthy individuals. Students will develop their own leadership style and practice effective communication techniques for leadership in a group exercise setting.

Parameters: Access to a fitness facility is necessary. Teachers must have a background in physical education and/or kinesiology and must meet the training requirements of the Alberta Provincial Fitness Unit.

Note: This course is the second of two fundamental courses necessary to complete before choosing a fitness specialty course towards possible certification as a fitness leader with AFLCA.

Supporting Course: HES Project course
HES1100: Communication Skills for Helping Relationships

Outcomes: The student will:

- 1. evaluate fitness instruction leadership principles**
 - 1.1 identify basic principles of fitness leadership
 - 1.2 state seven philosophies of fitness leadership
 - 1.3 describe the roles and responsibilities of a fitness leader
 - 1.4 state the importance of maintaining current Emergency and Standard First Aid/CPR certification
 - 1.5 summarize personal qualities and skills that research indicates help people meet the demands of a leadership role in a recreation setting
 - 1.6 summarize leadership strategies useful in the role of health-educator
 - 1.7 summarize leadership strategies useful for the promotion of wellness
 - 1.8 identify leadership styles associated with situational leadership
 - 1.9 justify leadership styles in various situations
 - 1.9.1 prepare a list of tips for fitness leaders to consider when choosing a leadership style
 - 1.9.2 apply the instructional leadership styles to situations in fitness leadership
 - 1.10 analyze their own leadership skills and personal leadership style
- 2. demonstrate communication skills related to fitness leadership using case studies and role-play**
 - 2.1 demonstrate the elements of effective communication
 - 2.2 summarize the characteristics of children, teens, and adults as clients in a fitness or activity setting
 - 2.3 demonstrate verbal and non-verbal skills
 - 2.4 explain the impact of non-verbal components of communication on the delivery of a group exercise program
 - 2.5 demonstrate methods to create and maintain interest when communicating as a fitness leader
 - 2.6 distinguish between effective and efficient communication with client participants

- 2.7 demonstrate techniques to maintain effective communication in a fitness exercise setting
- 2.8 access characteristics of leaders who are effective communicators
- 2.9 demonstrate effective questioning skills using different types of questions
- 2.10 demonstrate how and when to use questioning skills as a fitness class leader
- 2.11 demonstrate how and when to give and request feedback as a fitness class leader
- 3. demonstrate effective strategies to help clients change to achieve and maintain a healthier lifestyle for apparently healthy individuals**
 - 3.1 explain the physical activity/exercise motivation and adherence problem in Canada, including reasons for lack of participation in physical fitness activities and programs
 - 3.2 define the term self-efficacy
 - 3.3 analyze factors that contribute to the exercise identity of clients, including
 - 3.3.1 fitness belief
 - 3.3.2 exercise motive image
 - 3.3.3 athletic image
 - 3.3.4 fitness goals
 - 3.3.5 gender image
 - 3.4 assess personal fitness identity
 - 3.5 describe the profile of an adult learner
 - 3.6 summarize the principles of a participant-centered approach to learning
 - 3.7 summarize the types and effective uses of needs assessments
 - 3.8 justify the reasons for goal-setting as an effective tool for promoting change to healthier lifestyle choices
 - 3.9 describe the six steps of the stages of change model
 - 3.10 describe the processes associated with movement between stages
 - 3.11 recommend strategies to promote change with clients at each stage of the change model to help them create a healthier lifestyle
 - 3.12 recommend strategies to motivate and empower class participants and clients
- 4. analyze the components of fitness**
 - 4.1 define components of fitness
 - 4.1.1 cardiovascular endurance
 - 4.1.2 muscular strength
 - 4.1.3 muscular endurance
 - 4.1.4 flexibility
 - 4.2 define fitness related terms
 - 4.2.1 aerobic oxygen consumption
 - 4.2.2 maximum oxygen consumption
 - 4.2.3 body composition
 - 4.2.4 maximum aerobic power
 - 4.2.5 maximum aerobic capacity
 - 4.2.6 F.I.T.T. principle
 - 4.3 differentiate between physical health and physical fitness
 - 4.4 differentiate between performance related fitness and health related fitness
 - 4.5 describe five ways single bouts of exercise can reduce stress
 - 4.6 describe risk factors for health that cannot be modified
 - 4.7 describe lifestyle choices that can be modified to reduce the risk of health problems
 - 4.8 explain the benefits of balanced muscle strength
 - 4.9 explain how muscular endurance impacts posture
 - 4.10 identify means of promoting weight loss

5. demonstrate principles of stretching

- 5.1 differentiate between stretching and flexibility
- 5.2 describe the stretch and myotatic reflex of the muscle
- 5.3 list the benefits of flexibility for active living and physical activity
- 5.4 list factors that limit flexibility
- 5.5 demonstrate passive and active stretching
- 5.6 demonstrate static flexibility, ballistic stretching, and PNF stretching

6. demonstrate techniques for health screening and health education using case studies

- 6.1 explain fitness concepts related to blood pressure
 - 6.1.1 identify normal ranges for systolic and diastolic blood pressure
 - 6.1.2 describe hypertension
 - 6.1.3 explain how blood pressure responds to exercise
- 6.2 explain the importance of screening for health status
- 6.3 describe the purpose of health screening prior to adopting physical activity
- 6.4 demonstrate when and how to use the Par-Q
 - 6.4.1 state when the Par-Med-X is used
- 6.5 demonstrate how to deal with non compliance with Par-Q requirements
- 6.6 explain the physical activity guide to various individuals interested in increasing their physical activity levels

7. design a Fitness Program for apparently healthy individuals

- 7.1 explain physical training principles, including
 - 7.1.1 goal of adaptability
 - 7.1.2 cost of physical activity
 - 7.1.3 specificity
 - 7.1.4 progressive overload
 - 7.1.5 training threshold
 - 7.1.6 ceiling effect
 - 7.1.7 rest and recovery
 - 7.1.8 reversibility
- 7.2 plan and lead a fitness class or workout session, including all of the necessary components
 - 7.2.1 justify a choice of exercises based on
 - 7.2.1.1 frequency
 - 7.2.1.2 intensity
 - 7.2.1.3 time and type
 - 7.2.2 describe the interrelationship between intensity, duration and frequency
 - 7.2.3 monitor the level of intensity of the exercise
 - 7.2.4 explain the physiological responses to each component of the class or workout session
- 7.3 evaluate the effectiveness of the class or workout session
- 7.4 plan a program using the five steps of the program planning cycle

8. demonstrate basic competencies

- 8.1 demonstrate fundamental skills to:
 - 8.1.1 communicate
 - 8.1.2 manage information
 - 8.1.3 use numbers
 - 8.1.4 think and solve problems

- 8.2 demonstrate personal management skills to:
 - 8.2.1 demonstrate positive attitudes and behaviours
 - 8.2.2 be responsible
 - 8.2.3 be adaptable
 - 8.2.4 learn continuously
 - 8.2.5 work safely
- 8.3 demonstrate teamwork skills to:
 - 8.3.1 work with others
 - 8.3.2 participate in projects and tasks
- 9. create a transitional strategy to accommodate personal changes and build personal values**
 - 9.1 identify short-term and long-term goals
 - 9.2 identify steps to achieve goals

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COURSE HES3200: RESISTANCE TRAINING LEADERSHIP

Level: Advanced

Prerequisite: HES3180: Training & Conditioning

Description: Students apply knowledge of the musculoskeletal system, basic biomechanics, basic training and conditioning principles and fitness leadership principles to a resistance training context. Students learn principles and skills to develop and lead a resistance training workout program for apparently healthy individuals.

Parameters: Access to a fitness facility with required equipment. Teachers must have a background in physical education and/or kinesiology. If student AFLCA is desired, teachers must meet the training requirements of the Alberta Provincial Fitness Unit and must teach Fitness Instruction Leadership Principles as a pre-requisite to this course.

Note: Successful completion of this course may lead to certification by the AFLCA as a certified Resistance Training Leader provided the requirements of AFLCA for certification are fulfilled and the course Fitness Instruction Leadership Principles is taught as a pre-requisite course.

Supporting Course: HES3190: Fitness Instruction Leadership Principles
HES1020: Nutrition & Wellness
HES2100: Nutrition for Recreation Activities & Sport

Outcomes: The student will:

1. evaluate basic principles of resistance training

- 1.1 define common terms related to resistance training
 - 1.1.1 compound exercises
 - 1.1.2 reps
 - 1.1.3 sets
 - 1.1.4 loads
 - 1.1.5 muscular endurance
 - 1.1.6 muscular strength
 - 1.1.7 muscular hypertrophy
 - 1.1.8 muscle activation
 - 1.1.9 correct mechanics
 - 1.1.10 isolated exercises
 - 1.1.11 motor unit
- 1.2 list myths related to resistance training, including those related to the adaptability of women
- 1.3 describe health benefits and risks associated with resistance training
 - 1.3.1 list five important reasons to strength train
 - 1.3.2 describe the response and adaptability of older adults to resistance training
 - 1.3.3 related to growth and development
- 1.4 demonstrate the principles of training in relation to resistance training exercises, including
 - 1.4.1 progressive overload
 - 1.4.2 specificity

- 1.4.3 recover/rest
- 1.4.4 ceiling effect
- 1.5 categorize exercises into isolated and compound (multi-joint exercises)
- 1.6 justify the importance of intensity for optimizing resistance training results
- 1.7 teach general precautions to implement during resistance training, including
 - 1.7.1 reasons to control speed of movement
 - 1.7.2 justify the importance of breathing
 - 1.7.3 demonstrate proper lifting technique and safety
- 2. demonstrate proficiency with resistance training equipment**
 - 2.1 describe various types of equipment that can be used for resistance training
 - 2.2 construct a graph comparing the advantages and disadvantages of the use of free weights and resistance training machines based on
 - 2.2.1 capital costs
 - 2.2.2 maintenance
 - 2.2.3 flexibility of use
 - 2.2.4 degree of muscle involvement
 - 2.2.5 ease of learning
 - 2.2.6 time efficiency
 - 2.2.7 safety
 - 2.2.8 space requirements
- 3. demonstrate types of resistance and force production**
 - 3.1 describe isometric, concentric, and eccentric force production
 - 3.2 describe the causes of muscle soreness and the impact of concentric and eccentric contractions
 - 3.3 identify the impact of eccentric contractions and muscle soreness related to, unfamiliar exercises, and beginner exercise participants
 - 3.4 describe the terms dynamic constant resistance (isotonic), dynamic variable resistance, dynamic progressive resistance and isokinetic resistance
 - 3.5 state the principles underlying variable resistance machines
 - 3.6 summarize the effectiveness and non-effectiveness of isokinetic resistance training compared to other forms of resistance training
 - 3.7 identify the impact of muscle force-velocity relationships, muscle strength curves, and on strength performance
- 4. apply the physiology of strength improvement to resistance training**
 - 4.1 describe the physiological changes that occur with strength training
 - 4.1.1.1 describe muscle hypertrophy
 - 4.1.1.2 describe the changes that occur related to a motor unit as a result of weight training
 - 4.1.2 describe the energy sources and systems associated with resistance training
- 5. demonstrate safe resistance training skills with exercises specific to the trunk**
 - 5.1 identify specific safety considerations for the spine during trunk exercises
 - 5.2 describe four training suggestions for a healthy trunk
 - 5.3 demonstrate neutral spinal posture
 - 5.3.1 describe the importance of neutral spinal posture
 - 5.3.2 demonstrate how sustained flexion and extension strain the supporting structures of the spine
 - 5.4 demonstrate key techniques and precautions for trunk stability and mobility exercises (trunk flexion and extension)
 - 5.5 demonstrate exercises for the following muscles, including key techniques and precautions
 - 5.5.1 rectus femoris
 - 5.5.2 hamstring muscles, including biceps femoris, semitendinosus, semimembranosus
 - 5.5.3 iliopsoas

- 5.5.4 transverse abdominus
- 5.5.5 internal obliques
- 5.5.6 external obliques
- 5.5.7 rectus abdominus
- 5.5.8 erector spinae

6. demonstrate safe resistance training skills with exercises specific to the upper body

- 6.1 identify specific safety considerations for the shoulder joint during upper body exercises
- 6.2 demonstrate exercises for the following muscles, including key techniques and precautions
 - 6.2.1 biceps
 - 6.2.2 triceps
 - 6.2.3 trapezius
 - 6.2.4 rhomboids
 - 6.2.5 serratus anterior
 - 6.2.6 latissimus dorsi
 - 6.2.7 teres major
 - 6.2.8 pectoralis major
 - 6.2.9 pectoralis minor
 - 6.2.10 deltoids
 - 6.2.11 rotator cuff, including supraspinatus, infraspinatus, teres minor, subscapularis

7. demonstrate safe resistance training skills with exercises specific to the lower body

- 7.1 identify specific safety considerations for the knee joint during lower body exercises
- 7.2 demonstrate exercises for the following muscles, including key techniques and precautions
 - 7.2.1 quadriceps, including rectus femoris, vastus medialis, vastus intermedialis, and vastus lateralis
 - 7.2.2 hamstrings, including biceps femoris, semitendinosus, semimembranosus
 - 7.2.3 abductors, including gluteus minimus, gluteus medius
 - 7.2.4 gluteus maximus
 - 7.2.5 iliopsoas
 - 7.2.6 gastrocnemius
 - 7.2.7 soleus
 - 7.2.8 tibialis anterior
 - 7.2.9 adductors, including adductor magnus, longus and brevis, pectineus, and gracilis sartorius

8. design a basic resistance training program

- 8.1 plan a program using the three steps
- 8.2 describe how to cross train within a resistance training program
- 8.3 demonstrate five ways to change variables for strength gains
- 8.4 demonstrate the 10-step Any Exercise Drill
- 8.5 apply reps, sets and loads for muscular strength, endurance and hypertrophy to the exercises
- 8.6 apply the following variables effectively in the training program
 - 8.6.1 frequency of workouts
 - 8.6.2 number of exercises, including a balance of opposing muscle groups
 - 8.6.3 length of workout
 - 8.6.4 order of exercises in the workout
 - 8.6.5 rest time between sets and workouts
 - 8.6.6 considerations for increasing the resistance/load for an exercise

9. demonstrate basic competencies

9.1 demonstrate fundamental skills to:

- 9.1.1 communicate
- 9.1.2 manage information
- 9.1.3 use numbers
- 9.1.4 think and solve problems

9.2 demonstrate personal management skills to:

- 9.2.1 demonstrate positive attitudes and behaviours
- 9.2.2 be responsible
- 9.2.3 be adaptable
- 9.2.4 learn continuously
- 9.2.5 work safely

9.3 demonstrate teamwork skills to:

- 9.3.1 work with others
- 9.3.2 participate in projects and tasks

10.create a transitional strategy to accommodate personal changes and build personal values

- 10.1 identify short-term and long-term goals
- 10.2 identify steps to achieve goals

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COURSE HES3210: AQUATIC FITNESS TRAINING LEADERSHIP

Level: Advanced

Prerequisite: HES3190: Fitness Instruction Leadership Principles

Description: Students apply knowledge of the musculoskeletal system, basic biomechanics, basic training and conditioning principles and fitness leadership principles to an aquatic exercise training context. Students learn principles and skills to develop and lead a group aquatic exercise program for apparently healthy individuals.

Parameters: Access to an aquatic facility. Teachers must have a background in physical education and/or kinesiology and must meet the training requirements of the Alberta Provincial Fitness Unit.

Note: Successful completion of this course may lead to certification by the AFLCA as a certified aquatic exercise leader provided the requirements of AFLCA for certification are fulfilled.

Supporting Course: HES Project Course
HES2100: Nutrition for Recreation Activities & Sport
HES1100: Communication Skills for Helping Relationships
HES3060: Aging & Frailty
HES2170: Chronic Conditions

Outcomes: The student will

1. evaluate basic principles of aquatic exercise training for apparently healthy individuals

- 1.1 explain the benefits of aquatic exercise
- 1.2 describe reasons for the popularity of aquatic exercise
- 1.3 define the physical laws and properties of water:
 - 1.3.1 buoyancy
 - 1.3.2 hydrostatic pressure
 - 1.3.3 gravity
 - 1.3.4 speed
 - 1.3.5 power
 - 1.3.6 force
 - 1.3.7 inertia
 - 1.3.8 resistance
 - 1.3.9 leverage
 - 1.3.10 action/reaction
 - 1.3.11 thermoregulation
- 1.4 explain how the physical laws and properties of water affect aquatic exercise
- 1.5 describe the physiological responses of the body in the water during exercise
- 1.6 summarize research based practice for aquatic exercise
 - 1.6.1 cardiovascular training
 - 1.6.2 muscle conditioning
 - 1.6.3 muscle flexibility

2. demonstrate proficiency with aquatic exercises

- 2.1 explain the muscle function of the following muscle groups in relation to aquatic exercise:

- 2.1.1 quadriceps group (rectus femoris, vastus medialis, intermedialis, and lateralis)
- 2.1.2 hamstrings (biceps femoris, semitendinosus, semimembranosus)
- 2.1.3 gluteus muscle groups (minimus, medius and maximus)
- 2.1.4 hip flexor muscle grouping (gracilis, iliopsoas, sartorius, adductors and abductors)
- 2.1.5 biceps and triceps and muscles of the elbow
- 2.1.6 muscles of the upper back (trapezius, rhomboids, serratus anterior, latissimus dorsi)
- 2.1.7 muscles of the chest and shoulder (pectoralis major and minor, deltoids, rotator cuff)
- 2.1.8 muscles of the lower leg (gastrocnemius, soleus, tibialis anterior)
- 2.1.9 core muscle grouping (transverse abdominals, internal obliques, external obliques, rectus abdominus, erector spinae)
- 2.2 demonstrate the movement of agonist or antagonist pairs of muscles in water
- 3. **demonstrate effective use of music, movement combinations and cueing strategies when leading a group aquatic exercise class for apparently healthy individuals**
 - 3.1 define the basic elements of music relevant to group exercise
 - 3.1.1 beat
 - 3.1.2 rhythm
 - 3.1.3 measure
 - 3.1.4 tempo
 - 3.1.5 phrase
 - 3.1.6 mood
 - 3.2 identify safe microphone volumes
 - 3.3 justify the use of music in a group aquatic exercise setting
 - 3.4 select music appropriate for various classes and components considering
 - 3.4.1 tempo
 - 3.4.2 mood
 - 3.4.3 decibel level/volume
 - 3.5 design movement combinations for group aquatic exercise classes
 - 3.5.1 deep water
 - 3.5.2 shallow water
 - 3.6 evaluate different choreography patterns and programs for deep and shallow water considering
 - 3.6.1.1 choice of music
 - 3.6.1.2 tempo
 - 3.6.1.3 rhythm
 - 3.6.1.4 space
 - 3.6.1.5 class formation
 - 3.6.1.6 directions
 - 3.6.1.7 plane and lever variations and transitions
 - 3.6.2 demonstrate choreography for group exercise routines for deep and shallow water using effective instructional techniques
 - 3.6.2.1 progression from simple to complex
 - 3.6.2.2 chorus/verse
 - 3.6.2.3 add-on
 - 3.6.2.4 repeated sequence
 - 3.6.2.5 freestyle
 - 3.6.2.6 a variety of class formations
 - 3.7 demonstrate effective cueing strategies for group exercise classes in deep and shallow water

- 3.7.1 summarize tips for verbal cueing, including
 - 3.7.1.1 key safety tips
 - 3.7.1.2 tips of vocal clarity
 - 3.7.1.3 tips for vocal conciseness
- 3.7.2 justify the importance of vocal projection and intonation
- 3.7.3 justify the importance of body language related to
 - 3.7.3.1 class energy
 - 3.7.3.2 enthusiasm
 - 3.7.3.3 body alignment
 - 3.7.3.4 group rapport
- 3.7.4 differentiate between effective and ineffective cueing, including
 - 3.7.4.1 visual cueing
 - 3.7.4.2 verbal cueing
- 4. **demonstrate effective instructional strategies for aquatic group exercise in deep and shallow water for apparently healthy individuals**
 - 4.1 demonstrate safe techniques for aquatic exercise in deep and shallow water, including considerations for
 - 4.1.1 posture
 - 4.1.2 equipment, including benefits of proper equipment
 - 4.1.3 specific exercise components
 - 4.1.4 identification of improper technique
 - 4.1.5 describe possible injuries related to improper technique
 - 4.2 plan lessons for exercise classes for aquatic exercise in deep and shallow water
 - 4.2.1 plan for all components of a class, designing exercises that demonstrate effective principles of movement, biomechanics and leadership
 - 4.2.2 modify plans based on observations and evaluations using established methods and training principles considering
 - 4.2.2.1 fitness level of participants
 - 4.2.2.2 skill of participants
 - 4.2.2.3 needs of special populations
 - 4.2.2.4 equipment modifications
 - 4.2.2.5 monitoring intensity
 - 4.2.3 select music for aquatic exercise classes in deep and shallow water, considering tempo, counts, volume, mood, applicability to designation, phrasing
 - 4.3 lead an aquatic exercise class using effective leadership and teaching methods for deep and shallow water, including
 - 4.3.1.1 common instructional challenges
 - 4.3.1.2 demonstrate effective routines
 - 4.3.1.3 give and receive feedback effectively
 - 4.3.1.4 connect with participants
 - 4.3.1.5 demonstrate effective verbal and visual cueing skills
 - 4.3.1.6 create a motivational climate in the class
- 5. **design an aquatic fitness program for apparently healthy individuals**
 - 5.1 describe buoyancy, resistive and assistive aquatic exercise equipment
 - 5.2 apply components of class design to aquatic exercise
 - 5.3 describe variations in exercising heart rates in water
 - 5.4 describe factors that influence speed of movement
 - 5.5 describe the different effects of speed of movement on intensity and buoyancy
 - 5.6 differentiate between different intensity monitoring techniques
 - 5.7 select appropriate water temperature for various types of aquatic exercise
 - 5.8 describe the effect of types of training (program variables) on the aquatic exercise participant

- 5.9 justify the design of class exercises and routines based on physiological responses of the body to aquatic exercise
- 5.10 differentiate between deep, shallow and transitional depth water exercise
- 5.11 apply the SWEAT tool to exercise design
- 5.12 apply the ABYSS tool to exercise design
- 5.13 apply the following FITT principle to explain specificity of training
- 5.14 evaluate the program

6. demonstrate basic competencies

- 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
- 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks

7. create a transitional strategy to accommodate personal changes and build personal values

- 7.1 identify short-term and long-term goals
- 7.2 identify steps to achieve goals

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COURSE HES3220: FITNESS LEADERSHIP FOR THE OLDER ADULT

Level: Advanced

Prerequisite: HES3190: Fitness Instruction Leadership Principles

Description: Students apply knowledge of the musculoskeletal system, basic biomechanics, basic training and conditioning principles and fitness leadership principles to leading fitness classes for apparently healthy older adults.

Parameters: Access to a fitness facility or senior's housing facility, preferably a facility that offers programs for older adults or has clientele base of older adults. Teachers must have a background in physical education and/or kinesiology and must meet the training requirements of the Alberta Provincial Fitness Unit.

Note: Successful completion of this course may lead to certification by the AFLCA as a certified leader of fitness classes for older adults provided the requirements of AFLCA for certification are fulfilled.

Supporting Course: HES1100: Communication Skills for Helping Relationships
HES2100: Nutrition for Recreation Activities & Sport
HES2170: Chronic Conditions
HES3060: Aging & Frailty
HES Project Course

Outcomes: The student will:

1. **evaluate basic principles of fitness training for the apparently healthy older adult**
 - 1.1 describe theories of aging
 - 1.2 define biological age
 - 1.3 identify biomarkers related to biological age
 - 1.4 analyze factors that affect the rate of aging based on evidence-based research
 - 1.4.1 justify the how inactivity accelerates the process of physiologic aging
 - 1.5 differentiate between chronological age and functional age
 - 1.5.1 list common measures of functional age
 - 1.5.2 list structural changes associated with aging
 - 1.5.3 describe functional consequences of structural changes related to aging
 - 1.6 explain the benefits of fitness for the older adult
 - 1.6.1 physiological benefits
 - 1.6.1.1 cardiovascular health
 - 1.6.1.2 pulmonary function
 - 1.6.1.3 blood lipids
 - 1.6.1.4 muscle strength an endurance
 - 1.6.1.5 flexibility
 - 1.6.2 psychological benefits, including short-term and long-term benefits
 - 1.6.3 social benefits
 - 1.7 describe three levels of the health-fitness gradient
 - 1.8 assess the effect of aging on learning and motivation
 - 1.9 summarize the theories of health-related behavior changes

- 1.10 analyze considerations for exercise for older adults with medical conditions or chronic illness related to specific body systems
 - 1.10.1 cardiovascular conditions
 - 1.10.2 respiratory conditions
 - 1.10.3 musculoskeletal conditions
 - 1.10.4 neurological conditions
 - 1.10.5 visual conditions
 - 1.10.6 auditory conditions
- 1.11 list possible adverse effects on exercise response that can occur from the use or misuse of medications commonly used by older adults
- 1.12 outline effective characteristics of an effective fitness leader
2. **demonstrate techniques for health screening and health education using case studies**
 - 2.1 state the four purposes of the pre-screening process
 - 2.2 justify defining the older adult according to functional age instead of chronological age
 - 2.2.1 define activities of daily living
 - 2.2.2 list examples of activities of daily living
 - 2.3 apply procedures utilized in pre-exercise screening
 - 2.4 demonstrate heart rate monitoring
 - 2.5 demonstrate scales to rate
 - 2.5.1 perceived exertion
 - 2.5.2 degree of difficulty
 - 2.5.3 pain
 - 2.5.4 breathlessness
 - 2.6 justify the use of the talk test with older adults
 - 2.7 demonstrate assessments used in the process of working with older adults in an exercise setting
 - 2.7.1 pre-exercise interview
 - 2.7.2 physical assessment
 - 2.7.3 ongoing assessment
 - 2.7.4 post-exercise response
3. **demonstrate effective use of music, movement combinations and cueing strategies when leading a group exercise class for apparently healthy older adults**
 - 3.1 justify the use of music in a group exercise setting for older adults
 - 3.2 select music of appropriate for various classes and components considering
 - 3.2.1 tempo
 - 3.2.2 mood
 - 3.2.3 decibel level/volume
 - 3.3 design movement combinations for group exercise classes for older adults
 - 3.4 demonstrate choreography for group exercise routines for older adults using effective instructional techniques
 - 3.5 demonstrate effective cueing strategies for group exercise classes
 - 3.5.1 summarize tips for verbal cueing, including
 - 3.5.1.1 key safety tips
 - 3.5.1.2 tips of vocal clarity
 - 3.5.1.3 tips for vocal conciseness
 - 3.6 justify the importance of vocal projection and intonation
 - 3.7 justify the importance of body language related to
 - 3.7.1 class energy
 - 3.7.2 enthusiasm
 - 3.7.3 body alignment

- 3.7.4 group rapport
- 3.8 differentiate between effective and ineffective cueing, including
 - 3.8.1 visual cueing
 - 3.8.2 verbal cueing
- 4. **demonstrate effective strategies for leading exercise classes for apparently healthy older adults**
 - 4.1 evaluate older adult exercise safety precautions and guidelines specific to each functional grouping
 - 4.2 select exercises appropriate for specific individuals and groups of older adults
 - 4.3 lead a fitness class for older adults effectively addressing each of the following components
 - 4.3.1 aerobic
 - 4.3.2 strength
 - 4.3.3 flexibility
 - 4.4 analyze activities and movement patterns using the SEAT model (safety, effectiveness, applicability, time efficiency)
 - 4.5 monitor exercise intensity for older adults
 - 4.6 demonstrate effective warm-up and cool-down components in an exercise class
 - 4.7 analyze communication and leadership skills related to older adults
 - 4.8 modify activities based on feedback received during a fitness class considering
 - 4.8.1 individual differences
 - 4.8.2 cultural diversity
 - 4.8.3 learning styles and abilities
 - 4.9 apply effective behavior change strategies to motivate participants and increase compliance
- 5. **design an exercise program for apparently healthy older adults**
 - 5.1 outline the characteristics of an effective class structure
 - 5.2 describe general principles of exercise programming for older adults
 - 5.3 plan for short-term and long-term psychological benefits to participants
 - 5.4 design a program to effectively address the needs of each of the five functional ability levels
 - 5.4.1 describe the five levels of functional ability
 - 5.4.2 select activities for each of the five levels of functional ability
 - 5.5 evaluate external factors that affect the development of a fitness program for older adults
 - 5.5.1 facility
 - 5.5.2 staffing
 - 5.5.3 budget
 - 5.6 outline effective marketing strategies
- 6. **demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others

- 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

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COURSE HES3230: GROUP EXERCISE LEADERSHIP

Level: Advanced

Prerequisite: HES3190: Fitness Instruction Leadership Principles

Description: Students apply knowledge of the musculoskeletal system, basic biomechanics, basic training and conditioning principles and fitness leadership principles to leading group exercise classes with different emphases for apparently healthy individuals.

Parameters: Access to a fitness facility. Teachers must have a background in physical education and/or kinesiology and must meet the training requirements of the Alberta Provincial Fitness Unit.

Note: Successful completion of this course may lead to certification by the AFLCA as a certified leader of group fitness classes with specialization provided the requirements of AFLCA for certification are fulfilled. This course addresses the learning objectives *for one* designation chosen by the teacher and/or student. Additional designations are possible in the context of an HES project course.

Supporting Course: HES1100: Communication Skills for Helping Relationships
HES2100: Nutrition for Recreation Activities & Sport
HES Project Course

Outcomes: The student will:

1. **evaluate basic principles of group exercise leadership for apparently healthy individuals**
 - 1.1 evaluate trends in group exercise
 - 1.1.1 explain the history of group exercise, including evolution from dance-based movement to a wider variety of classes
 - 1.1.2 list questions to ask when evaluating trends in the fitness industry
 - 1.1.3 evaluate accuracy and applicability of information in the media
 - 1.1.4 analyze trends in the fitness industry and their impact on group exercise
 - 1.2 evaluate the scope of practice for a Group Exercise Leader using case studies
 - 1.2.1 summarize legal implications for the group exercise leader
 - 1.2.1.1 identify music licensing information that effects the use of music in a group exercise class
 - 1.2.2 describe pre-screening strategies
 - 1.2.2.1 limitations
 - 1.2.2.2 appropriate application of strategies
 - 1.3 evaluate professional qualities of a group exercise leader
 - 1.3.1 language
 - 1.3.2 manner
 - 1.3.3 attitude
 - 1.3.4 classroom management
 - 1.3.5 giving feedback
 - 1.3.6 receiving feedback
 - 1.4 evaluate strategies to build relationships in a classroom setting, including
 - 1.4.1 observation

- 1.4.2 making connections
- 1.4.3 building relationships
- 1.4.4 modifying leaderships style for different situations
- 1.4.5 modifying motivational style for different situations
- 2. **demonstrate effective use of music, movement combinations and cueing strategies when leading a group exercise class for apparently healthy individuals**
 - 2.1 define the basic elements of music relevant to group exercise
 - 2.1.1 beat
 - 2.1.2 rhythm
 - 2.1.3 measure
 - 2.1.4 tempo
 - 2.1.5 phrase
 - 2.1.6 mood
 - 2.2 identify safe microphone volumes
 - 2.3 justify the use of music in a group exercise setting
 - 2.4 select music of appropriate for various classes and components considering
 - 2.4.1 tempo
 - 2.4.2 mood
 - 2.4.3 decibel level/volume
 - 2.5 design movement combinations for group exercise classes
 - 2.5.1 design eight count and 32 count movement patterns in response to music selections
 - 2.5.2 evaluate different choreography patterns and programs considering
 - 2.5.2.1 choice of music
 - 2.5.2.2 tempo
 - 2.5.2.3 rhythm
 - 2.5.2.4 space
 - 2.5.2.5 class formation
 - 2.5.2.6 directions
 - 2.5.2.7 plane and lever variations and transitions
 - 2.5.3 demonstrate choreography for group exercise routines using effective instructional techniques
 - 2.5.3.1 progression from simple to complex
 - 2.5.3.2 chorus/verse
 - 2.5.3.3 add-on
 - 2.5.3.4 repeated sequence
 - 2.5.3.5 freestyle
 - 2.5.3.6 a variety of class formations
 - 2.6 demonstrate effective cueing strategies for group exercise classes
 - 2.6.1 summarize tips for verbal cueing, including
 - 2.6.1.1 key safety tips
 - 2.6.1.2 tips of vocal clarity
 - 2.6.1.3 tips for vocal conciseness
 - 2.6.2 justify the importance of vocal projection and intonation
 - 2.6.3 justify the importance of body language related to
 - 2.6.3.1 class energy
 - 2.6.3.2 enthusiasm
 - 2.6.3.3 body alignment
 - 2.6.3.4 group rapport
 - 2.6.4 differentiate between effective and ineffective cueing, including
 - 2.6.4.1 visual cueing
 - 2.6.4.2 verbal cueing

- 3. demonstrate effective strategies for leading group exercise classes for apparently healthy individuals**
 - 3.1 outline general safety guidelines for all populations
 - 3.2 explain the components of a group exercise class, including warm-up, cardiovascular fitness, cardiovascular cool down, muscle conditioning, flexibility/relaxation
 - 3.2.1 purpose of each component
 - 3.2.2 benefits of each component
 - 3.2.3 guidelines for designing each component
 - 3.3 describe methods of monitoring intensity
 - 3.4 explain how considerations for principles of conditioning and the FITT formula affect the design of group exercise components
 - 3.5 modify the design of group exercise components and exercises based on
 - 3.5.1 accommodation for varying fitness levels and skills
 - 3.5.2 common exercise modifications for special populations
 - 3.5.3 modifications for older adults
 - 3.5.4 modifications for pregnant participants
 - 3.5.4.1 explain the physiological changes that occur with pregnancy that affect exercise during pregnancy
 - 3.6 justify exercise choices using the SEAT model
 - 3.7 evaluate various exercises in various components
 - 3.7.1 purpose
 - 3.7.2 effectiveness
 - 3.7.3 applicability (functionality)
 - 3.7.4 individual movement/alignment errors within group settings
 - 3.8 recommend methods to optimize the time effectiveness of a program
 - 3.9 justify proper posture and core stabilization
 - 3.9.1 describe them major muscle groups involved in core stabilization
 - 3.9.2 summarize the importance of proper posture
 - 3.9.3 summarize the importance of neutral body alignment
 - 3.10 demonstrate effective core stabilization exercises
 - 3.10.1 evaluate participants for proper alignment
 - 3.10.2 demonstrate effective feedback strategies to improve misalignments
- 4. demonstrate effective instructional strategies for one specific group exercise designation (choreography, step, portable equipment, or cycle)**
 - 4.1 explain the history of a specific designation, including evolution of practice and equipment
 - 4.2 define terms related to a specific group exercise designation
 - 4.3 justify the benefits of a specific group exercise designation
 - 4.4 demonstrate safe techniques for a specific group exercise designation, including considerations for
 - 4.4.1 posture
 - 4.4.2 equipment, including benefits of proper equipment
 - 4.4.3 specific exercise components
 - 4.4.4 identification of improper technique
 - 4.4.5 describe possible injuries related to improper technique
 - 4.5 summarize research-based practice for a specific designation
 - 4.6 plan lessons for exercise classes for a specific designation
 - 4.6.1 plan for all components of a class, designing exercises that demonstrate effective principles of movement, biomechanics and leadership
 - 4.6.2 modify plans based on observations and evaluations using established methods and training principles considering
 - 4.6.2.1 fitness level of participants

- 4.6.2.2 skill of participants
- 4.6.2.3 needs of special populations
- 4.6.2.4 equipment modifications
- 4.6.2.5 monitoring intensity
- 4.6.3 select music for a specific group exercise, considering tempo, counts, volume, mood, applicability to designation, phrasing
- 4.6.4 demonstrate effective instructional strategies specific to a designation when leading an exercise class
 - 4.6.4.1 describe common instructional challenges
 - 4.6.4.2 demonstrate effective routines
 - 4.6.4.3 give and receive feedback effectively
 - 4.6.4.4 connect with participants
 - 4.6.4.5 demonstrate effective verbal and visual cueing skills specific to a designation
 - 4.6.4.6 create a motivational climate in the class

5. demonstrate basic competencies

5.1 demonstrate fundamental skills to:

- 5.1.1 communicate
- 5.1.2 manage information
- 5.1.3 use numbers
- 5.1.4 think and solve problems

5.2 demonstrate personal management skills to:

- 5.2.1 demonstrate positive attitudes and behaviours
- 5.2.2 be responsible
- 5.2.3 be adaptable
- 5.2.4 learn continuously
- 5.2.5 work safely

5.3 demonstrate teamwork skills to:

- 5.3.1 work with others
- 5.3.2 participate in projects and tasks

6. create a transitional strategy to accommodate personal changes and build personal values

- 6.1 identify short-term and long-term goals
- 6.2 identify steps to achieve goals

COURSE HES3240: COACHING 2

Level: Advanced

Prerequisite: HES2150: Coaching 1

Description: Students learn basic coaching skills common to all sports in the areas of designing a sport program and ethical considerations for coaching. Students develop an appreciation for the role and responsibilities of a coach in community recreation programs.

Parameters: Access to sports teams in the school and/or community is necessary. This course must be taught by a teacher with a background in physical education and coaching.

Note: If the course is taught by a teacher who is a certified NCCP Learning Facilitator, successful completion of the course *may* lead to NCCP recognition of training in the modules Make Ethical Decisions and Designing a Basic Sport Program providing the students are at least sixteen years of age upon completion of the course and the teacher and students complete the NCCP registration form required to complete the data entry process.

Supporting Course: HES2100: Nutrition for Recreation Activities & Sport
HES2090: Nurturing Children

Outcomes: The student will:

1. explain key concepts related to designing a sport program

- 1.1 describe the main components of a program including
 - 1.1.1 time
 - 1.1.2 events
 - 1.1.3 intention, objectives and priorities
 - 1.1.4 structure, including the preparation, competition and transition periods
 - 1.1.5 progression adjustment and evaluation
- 1.2 describe three types of sport programs based on periodization
 - 1.2.1 justify single-periodization for Competition-Introduction
- 1.3 state the position of the Coaching Association of Canada with regard to Sport Programs and the long-term development of young athletes
- 1.4 explain general recommendations for Long-Term Athlete Development when athletes are children or adolescents, participation is seasonal, and there is a wide variation in athlete's experience and level of performance
- 1.5 explain the concept of sport form, including a description of four stages
 - 1.5.1 outline the objectives of building sport form
 - 1.5.2 describe the characteristics of the consolidating and stabilizing phases
 - 1.5.3 describe the declining stage
- 1.6 graph the improvement of athletic abilities and sport form over a period of years
- 1.7 interpret sample programs for several sport families
- 1.8 recommend solutions to common constraints and issues encountered in designing a program
- 1.9 describe objectives for sports programs

- 2. analyze the concept of Long Term Development for Athletes based on four stages for involvement in sport: community, competition-introduction, competition - development and competition-high performance sport**
 - 2.1 name the four general orientations for each category
 - 2.2 describe objectives for each category
 - 2.3 outline the type of periodization for each category
 - 2.4 state the length of program for each category
 - 2.5 describe the ratio of practice (training) to competition in each category
 - 2.6 state the number practices per week appropriate for each category
 - 2.7 describe the amount of skill specialization in each category
 - 2.8 explain training priorities for physical preparation in each category
 - 2.9 explain training priorities for motor preparation in each category
 - 2.10 explain training priorities for technical preparation in each category
 - 2.11 explain training priorities for tactical preparation in each category
 - 2.12 explain training priorities for mental preparation in each category
 - 2.13 list training methods appropriate for each category
 - 2.14 justify reasons for avoiding specialization before age 10 for most sports
 - 2.14.1 list early specialization sports that have their own athlete development model
- 3. evaluate considerations for the selection of athletes**
 - 3.1 list scenarios where selection is necessary
 - 3.2 justify the need for a careful selection process to minimize negative implications of selection for individual athletes
 - 3.3 develop selection criteria and procedures for a specific sport based on key considerations for the planning and implementation of a selection process
 - 3.3.1 develop procedures for communicating the process and criteria to athletes and the public before the selection occurs
 - 3.3.2 develop procedures for managing selection announcements
 - 3.4 demonstrate positive strategies for communicating results of the selection to athletes and parents
- 4. design a sport program for a specific sport**
 - 4.1 demonstrate application of six key questions to consider when planning a sport program
 - 4.2 determine the general orientation and objectives of the program
 - 4.3 establish the structure of the program
 - 4.4 determine the training priorities, objectives and methods of a given week of your program
 - 4.5 adjust the plan where necessary based on constraints with logistics and considerations for athletes' development
- 5. justify a coaches' response to ethical and moral situations that can arise in a coaching context based on a six-step decision-making process**
 - 5.1 summarize the NCCP Code of Ethics
 - 5.2 explain the concept of Fair Play and the Do No Harm Principle in the context of ethical decision-making
 - 5.3 describe a coach's role in recognizing and responding to discrimination, prejudice, stereotyping and harassment that may occur
 - 5.4 develop a code of ethics of athletes and parents related to a specific coaching context
 - 5.5 explain the importance of establishing the facts when an ethical or moral situation presents itself
 - 5.6 differentiate between facts that have moral implications and facts that have legal implications
 - 5.7 describe a necessary response to legal implications in situations that may arise
 - 5.8 differentiate between internal influences and external influences that affect how a coach perceives a situation

- 5.9 analyze options for decision or action in multiple case studies of ethical and moral issues
- 5.10 justify an action or decision a coach could take in multiple case studies of ethical and moral issues
- 5.11 plan how a decision or action could be implemented in multiple case studies of ethical and moral issues
- 5.12 develop a ten point personal risk management plan for personal liability related to coaching

6. demonstrate basic competencies

- 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
- 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks

7. create a transitional strategy to accommodate personal changes and build personal values

- 7.1 identify short-term and long-term goals
- 7.2 identify steps to achieve goals

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COURSE HES3250: EVER ACTIVE KIDS LEADERSHIP

Level: Advanced

Prerequisite: HES2110: Recreation Leadership

Description: Students learn principles of Ever-Active Leadership with children and youth in recreation settings in the community. Ever-Active Kids leaders endeavor to develop proficient and expressive movers who have a comfort and joy in using their bodies for both goal-directed and aesthetic purposes based on evidenced-based principles of movement and child and youth development.

Parameters: Access to recreation programs for youth and children. Teachers must have a background in physical education and/or kinesiology and must meet the training requirements of the Alberta Provincial Fitness Unit.

Note: This course leads to possible recognition by the AFLCA as an Ever Active Kids Leader providing the parameters of the AFLCA are met.

Supporting Course: HES Project Course
HES2090: Nurturing Children
HES1100: Communication Skills for Helping Relationships

Outcomes: The student will:

- 1. evaluate the roles, responsibilities and practice of an Ever Active Kids Leader**
 - 1.1 outline the qualities of an effective Ever Active Leader, including considerations for reflective practice
 - 1.2 justify a holistic view of children and youth in recreation settings
 - 1.2.1 evaluate past personal experiences in relation to a holistic model
 - 1.2.2 describe the importance of using a holistic model to guide practice
 - 1.3 apply the Ever Active Kids Model to several personal experiences and case studies
 - 1.3.1 justify how individual differences will influence how a child's perception and affective response to a recreation activity
 - 1.3.2 predict scenarios to illustrate application of the model to individual differences
 - 1.3.3 justify how a child's perception influences a leader's planning and implementation of a program
 - 1.3.4 differentiate between adult programs that focus on fitness and children's programs that focus on developing a physically active lifestyle (FICC)
 - 1.4 demonstrate skills to increase motivation in relation to case studies and personal experience
 - 1.4.1 describe five key elements common to all theories of motivation, including
 - 1.4.1.1 the need for autonomy
 - 1.4.1.2 the need for challenge
 - 1.4.1.3 the opportunity to demonstrate competence
 - 1.4.1.4 the opportunity to attain social acceptance
 - 1.4.1.5 the need for fun and enjoyment
 - 1.4.2 apply the acronym TARGET to creating a Mastery Motivational Climate
 - 1.4.3 compare the theory of a Mastery Motivational Climate to Cognitive Evaluation theory and Competence Motivation Theory

- 1.4.4 describe the ten commandments to maximize motivation for children and youth during physical activity
- 1.5 evaluate leadership principles for physical activity based on research of effective teaching practices for physical education in schools
 - 1.5.1 list several recommendations for leading physical activities
 - 1.5.2 recommend practices to help children develop self-esteem
 - 1.5.3 list examples of practices for leaders to avoid that decrease self-esteem
 - 1.5.4 list practices specific to children aged 5 – 12 and adolescents that improve self-esteem
 - 1.5.5 list practices to reduce gender bias
- 1.6 justify the research findings of the Coaching Effectiveness Training program (5 principles for Coaching) in relation to the self-esteem of children participating in sport
 - 1.6.1.1 interview other community recreation leaders about the qualities of leaders in a variety of recreation settings including coaching, teaching, Ever-Active programs and adult fitness programs
- 1.7 define three approaches to behavior management
- 1.8 list strategies to manage behavior positively
- 1.9 list considerations for handling misbehavior effectively
- 2. evaluate stages of development in childhood and adolescence as they apply to recreation planning as an Ever-Active Leader using case studies and the EAK developmental model of Head, Heart and Hands**
 - 2.1 summarize evidenced-based considerations for physical, motor skill and fitness development for Ever-Active Leaders
 - 2.2 summarize evidenced-based considerations for cognitive and perceptual development for Ever-Active Leaders
 - 2.3 summarize evidenced-based considerations for affective and moral development for Ever-Active Leaders
 - 2.3.1 describe considerations for asking a child to publicly demonstrate a skill
 - 2.4 summarize evidenced-based considerations for trainability of children versus adults, including considerations for muscular strength and anaerobic capacity
 - 2.4.1 describe Dregger's guidelines for strength training for youth aged 7 to 16 years
 - 2.5 describe personal experiences with physical activity in relation to a conceptual approach to movement
 - 2.6 summarize teaching and learning principles of Ever Active leadership when teaching basic movement skills
- 3. lead several activities for children and youth based on principles of Ever Active Kids leadership**
 - 3.1 assess, after active participation, several recreation activities using DAAP principles
 - 3.1.1 focuses on skill development
 - 3.1.2 provides lots of practice
 - 3.1.3 focuses on the quality of movement
 - 3.1.4 accommodates all skills levels, so there's success for all
 - 3.1.5 uses appropriate goal structure, including individual, cooperative and competitive
 - 3.1.6 safe emotionally and physically
 - 3.2 suggest modifications to activities based on assessment using DAPP
 - 3.3 demonstrate skills for teaching basic (informing) tasks
 - 3.4 demonstrate skills for teaching refining tasks
 - 3.5 demonstrate skills for teaching simplifying and extending tasks
 - 3.6 demonstrate skills for teaching engaging tasks
 - 3.7 compose variations for traditional games like dodge ball that demonstrate Ever Active principles

- 3.8 demonstrate, using a variety of examples, how Ever Active Leaders use the four movement concepts to enhance children's use of basic skills
- 3.9 describe characteristics, values and examples of several types of activities
- 3.10 assess effective instructional practices of an Ever Active Kids leader
 - 3.10.1 planning to minimize managerial and organizational tasks
 - 3.10.2 establish routines and a stop and listen signal
 - 3.10.3 managing equipment
 - 3.10.4 managing transitions in lessons
 - 3.10.5 using pictures or cards at stations
 - 3.10.6 including safety instruction
 - 3.10.7 grouping and arranging participants effectively
- 3.11 lead basic rhythmic movement activities to experience beat and rhythm motifs
- 3.12 lead activities exploring movement to music that provide for opportunities to create, perform, and observe
- 3.13 lead creative dance activities to export body concepts
- 3.14 lead educational gymnastics activities for six dominant movement patterns, including activities that build sequences:
 - 3.14.1 landings
 - 3.14.2 locomotions
 - 3.14.3 statics
 - 3.14.4 rotations
 - 3.14.5 swings
 - 3.14.6 springs
- 3.15 assess educational gymnastics activities for choreography using a rubric
- 3.16 lead several games activities, including
 - 3.16.1 body management games
 - 3.16.2 object management games
 - 3.16.2.1 sending skills
 - 3.16.2.2 receiving skills
 - 3.16.2.3 retaining skills
 - 3.16.3 cooperative games
 - 3.16.4 competitive games, including quality games and playground games
- 4. design an Ever Active Kids program**
 - 4.1 write goals for a program based on considerations for
 - 4.1.1 needs of the administrators of the program
 - 4.1.2 needs of parents/guardians of participants
 - 4.1.3 needs and characteristics of the participants
 - 4.1.4 availability of facilities and equipment
 - 4.1.5 personal strengths and limitations as an Ever Active Kids leader
 - 4.1.6 goals for knowing, valuing or feeling, and doing
 - 4.2 justify a "design down; deliver up" model
 - 4.2.1 describe strategies to adjust lesson plans based on progress of participants
 - 4.3 justify the inclusion of dance activities in a movement program
 - 4.3.1 describe the forms of dance
 - 4.4 differentiate between formal gymnastics and educational gymnastics
 - 4.5 explain the hierarchy of competitive games instruction
 - 4.5.1 justify teaching games for understanding
 - 4.6 assess physical fitness activities for characteristics that promote long-term fitness with kids
 - 4.6.1 fun
 - 4.6.2 social
 - 4.6.3 variety and choice
 - 4.6.4 connect activity with the value of fitness for the individual child

- 4.6.5 allow for breaks in intensity
- 4.6.6 use technology creatively
- 4.7 write a sample note to parents introducing an Ever Active Kids program
- 4.8 interview a program administrator about managing a quality program, including considerations for
 - 4.8.1 group size
 - 4.8.2 number, length and timing of sessions
 - 4.8.3 facilities and equipment
 - 4.8.4 cultural and community context
 - 4.8.5 methods to assess program quality

5. demonstrate basic competencies

- 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
- 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
- 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks

6. create a transitional strategy to accommodate personal changes and build personal values

- 6.1 identify short-term and long-term goals
- 6.2 identify steps to achieve goals

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COURSE HES3260: ANIMAL ASSISTED PROGRAMS

Level: Advanced

Prerequisites: HES1030: Nature & Wellness
AGR1020: Agriculture Safety
AGR2070: Equine 1-Materials & Processes
AGR2045: Companion Animals
HES1100: Communication Skills for Helping Relationships
HES3070: Special Populations

Description: Students develop an understanding of the practice and profession of Animal Assisted Therapy (AAT) and Animal Assisted Activities and how these principles can be applied across a variety of age groups, populations and settings. Students examine the differences in philosophy and purpose of Animal Assisted Therapy and Animal Assisted Activities Programs. Students examine how animals can enhance dimensions of wellness in hospitals, long-term care centers, corrections facilities, and schools. Students will develop an understanding of components and principles necessary for modifying environments, working within a team, and creating programs aimed to benefit a variety of people.

Parameters: Access to a recognized facility or program offering animal-assisted therapy and to instruction from an individual certified as a Health Professional who works with animals in professional practice is required. Actual application of Animal Assisted activities can only be practiced under the direct supervision of a trained therapist.

Note: This course includes concepts that may be particularly sensitive to students, parents, or community members.

Supporting Courses: HES1010: Health & Wellness Fundamentals
HES3060: Aging & Frailty
HES2070: Integrative Health
HES2090: Nurturing Children
HES3080: Mental Health
HES Project Course

Outcomes: The student will:

- 1. analyze principles of Animal Assisted Programs, including Animal Assisted Therapy and Animal Assisted Activities**
 - 1.1 differentiate between Animal Assisted Therapy and Animal Assisted Activity programs
 - 1.2 explain the human-animal bond, including
 - 1.2.1 the various levels of relationships animals have in the lives of people
 - 1.2.2 the passive benefits of interacting with animals
 - 1.2.3 its foundation in animal assisted therapy
 - 1.3 explain the benefits of Animal Assisted programs, including emotional, physiological, cognitive, psychosocial, mental and spiritual benefits
 - 1.3.1 explain how animal-assisted therapies can enhance the dimensions of wellness, facilitate positive change, healing, and feelings of well being

- 1.3.2 describe how animal assisted therapies can teach skills, including social, vocational, communication, and feelings management skills
- 1.3.3 describe how animals can enhance the effects of individual therapy, group therapy, teambuilding and family / couples therapy
- 1.4 describe how activity-based Animal Assisted programs might function across a variety of special populations and settings using case studies, including:
 - 1.4.1 schools
 - 1.4.2 hospitals
 - 1.4.3 extended care facilities
 - 1.4.4 mental health facilities
 - 1.4.5 correction facilities
 - 1.4.6 community gardening projects
- 1.5 summarize the relationship of individuals and animals as an indicator of mental health and wellness
- 2. evaluate the practice and profession of Animal-Assisted programs**
 - 2.1 describe the competencies and qualifications necessary to practice all Animal Assisted Therapy in North America
 - 2.2 compare some of the Canadian and American governing bodies of Animal Assisted Therapy
 - 2.3 describe the role, responsibilities and scope of practice of members of an animal assisted therapy team or animal assisted activities program
 - 2.4 describe the ethical considerations of animal assisted therapy including considerations for professionals and animals
 - 2.5 justify the value of working within a team for the benefit of all programs and all participants
 - 2.6 compare the similarities and differences in benefits of Animal Assisted Programs as compared to other supportive therapies including physiotherapy, occupational therapy, music therapy, art therapy, and Horticultural Therapy
 - 2.7 describe the ethical considerations of animal assisted therapy, including considerations for professionals and animals
 - 2.8 summarize risks and disadvantages involved with Animal Assisted Programs
- 3. evaluate animal-assisted intervention programs**
 - 3.1 compare specific animal assisted modalities, including:
 - 3.1.1.1 animal assisted education
 - 3.1.1.2 animal assisted activities
 - 3.1.1.3 animal assisted interventions
 - 3.1.1.4 animal assisted therapies
 - 3.2 compare, from experience with speakers, media presentations and/or onsite visitations, specific types of animal-assisted programs, including:
 - 3.2.1.1 pet visitation
 - 3.2.1.2 equine assisted growth and learning
 - 3.2.1.3 therapeutic riding
 - 3.2.1.4 assistance animals
 - 3.2.1.5 equine Facilitated Mental Health
 - 3.2.1.6 equine Facilitated Counseling
 - 3.2.1.7 equine Assisted Psychotherapy
 - 3.2.1.8 equine Experiential Learning
 - 3.2.1.9 animal Assisted Therapy
 - 3.3 differentiate between the selection of Companion animals and animals chosen for Animal Assisted Therapy, considering:
 - 3.3.1 predictability, reliability, controllability
 - 3.3.2 personality, responsiveness, health, age and ability
 - 3.3.3 stress reactions and temperament

- 3.4 summarize the variety of animal species commonly partnered with animal assisted therapists
- 3.5 explain considerations for modifications to accommodate a variety of participants in Animal Assisted Programs in a variety of settings using case studies, including:
 - 3.5.1 risk
 - 3.5.2 practicality
 - 3.5.3 feasibility
 - 3.5.4 accessibility
 - 3.5.5 pleasure
- 4. explain Safety considerations for an Animal Assisted Therapy programs using case studies**
 - 4.1 summarize basic safety considerations for animals and humans including hazards related to:
 - 4.1.1 allergies
 - 4.1.2 cleanliness
 - 4.1.3 characteristics of participants
 - 4.1.4 characteristics and training of staff
 - 4.1.5 characteristics and training of animals
 - 4.1.6 appropriateness and location of facility
 - 4.1.7 emergency action plan
 - 4.2 compare additional modifications and considerations when conducting animal assistance therapy program versus animal assisted activities, including
 - 4.2.1 age, ability and number and expectations of participants are appropriate
 - 4.2.2 staff ratio, qualifications and skill level is comprehensive related to
 - 4.2.2.1 ability to handle emergencies
 - 4.2.2.2 common medications of therapy participants and their side effects
 - 4.2.2.3 client history, including history with animals
 - 4.2.2.4 ability to assist clients with varying needs
 - 4.2.2.5 ability to recognize signs and symptoms of problems, including overstimulation of the animal and/or client
 - 4.2.2.6 confidentiality
 - 4.2.3 equipment and facility considerations
 - 4.2.4 exposure to heat and cold
 - 4.2.5 availability of rest areas
 - 4.2.6 dangerous goods locked away and labeled
 - 4.2.7 use and storage of tools and equipment
 - 4.2.8 proper insurance coverage
- 5. demonstrate the effective skills for working with participants in an animal assisted therapy program using case studies and/or actual experiences**
 - 5.1 prepare for working with participants in an Animal Assisted Therapy Program, including considerations for
 - 5.1.1 legal relationship
 - 5.1.2 ethical relationship
 - 5.1.3 establishing rapport and agreements
 - 5.1.4 establishing safe boundaries
 - 5.2 design a variety of activities, including
 - 5.2.1 writing goals for the activity related to both or either
 - 5.2.1.1 activities involving animal care and maintenance
 - 5.2.1.2 activities involving animal interaction, which may include
 - 5.2.1.2.1 fun
 - 5.2.1.2.2 skill building
 - 5.2.1.2.3 challenge
 - 5.2.1.2.4 communication

- 5.2.1.2.5 insight
- 5.2.1.2.6 awareness
- 5.2.1.2.7 impact
- 5.3 assist in leading at least one animal-assisted activity, either in a simulated or actual context
 - 5.3.1 ensuring safety at all times during the activity
 - 5.3.2 consider constraints based on facility, time and materials
 - 5.3.3 modify the activity based on participant and animal response
 - 5.3.4 provide praise and encouragement
 - 5.3.5 assist the participant with interpreting the behavior of the animal(s) during the activity
 - 5.3.6 interpret the animal's behaviors to the participant as a biofeedback mechanism
 - 5.3.6.1 initiate and support participants to undertake increasingly challenging tasks in relationship with the animal
 - 5.3.7 assess the value and success of the activity related to the goals of the session
 - 5.3.8 set goals for the next session/activity based on results of assessment
- 6. explain considerations for designing an animal-assisted therapy treatment program for a specific population and in a specific setting**
 - 6.1 define the age of the participant(s)
 - 6.2 define the presenting therapeutic issue of the participant, which may include
 - 6.2.1 mental health
 - 6.2.2 special needs/disabilities
 - 6.2.3 brain injury
 - 6.2.4 personal
 - 6.2.5 pain or injury
 - 6.2.6 behavioral
 - 6.2.7 judicial
 - 6.3 describe the setting for the program, which may include
 - 6.3.1 natural setting (farm/ranch)
 - 6.3.2 hospital setting
 - 6.3.3 physiotherapist setting
 - 6.3.4 correctional facility
 - 6.3.5 classroom
 - 6.3.6 barn or stable
 - 6.3.7 mental health clinic
 - 6.4 justify the choice of animals for the program
 - 6.5 Write the goal(s) for the program, which may include goals for
 - 6.5.1 building social skills
 - 6.5.2 improving feelings management
 - 6.5.3 improving mental health
 - 6.5.4 building life skills, including skills for learning
 - 6.5.5 building personal resiliency
 - 6.5.6 improving physical skills
 - 6.6 set objectives for the program based on the program goals, including plans for:
 - 6.6.1 safety
 - 6.6.2 enjoyment/pleasure
 - 6.6.3 achievability
 - 6.6.4 increasing challenge
 - 6.7 select activities for an animal-assisted Therapy program based on:
 - 6.7.1 goals and objectives
 - 6.7.2 budget
 - 6.7.3 type and availability of facilities

- 6.7.4 season
- 7. **demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. **create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

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COURSE HES3270: HORTICULTURAL THERAPY PROGRAMS

Level: Advanced

Prerequisite: HES1030: Nature & Wellness
HES3070: Special Populations
AGR1055: Horticulture -Gardening
HES1100: Communication Skills for Helping Relationships

Description: Students develop an understanding of the practice and profession of Horticultural Therapy and how it can be applied across a variety of age groups, populations and settings. Students examine how Horticultural Therapy Programs enhance dimensions of wellness in hospitals, long-term care centers, correctional facilities and schools. Students will also develop an understanding of components and principles necessary for modifying environments and creating activities to benefit a variety of people.

Parameters: Access to a recognized facility and/or program offering horticultural assisted therapy *and* to instruction from an individual working as a health professional using horticultural activities to enhance the wellbeing of individuals is necessary. Students are not engaged in active therapy with people but can assist activities under the supervision of a trained professional.

Supporting courses: HES1010: Health & Wellness Fundamentals
HES3060: Aging & Frailty
HES3080: Mental Health
HES2070: Integrative Health
HES Project Course

Outcomes: The student will:

- 1. evaluate principles of Horticultural Therapy using multiple case studies across a variety of settings, including: schools, hospitals, extended care facilities, mental health facilities, correction facilities, and community gardening projects**
 - 1.1 define Horticultural Therapy and scope of practice for various professionals on a health care team
 - 1.2 describe how Horticultural Therapy and an environment enhanced by horticulture can affect all dimensions of wellness
 - 1.3 explain the passive benefits of being in a garden, natural outdoor area or greenhouse
 - 1.4 describe how environments enhanced and influenced by horticultural therapy principles can affect all dimensions of wellness
 - 1.5 explain the potential benefits of Horticultural Therapy across a variety of special populations
 - 1.6 describe how Horticultural Therapy can teach life and communication skills and/or provide pre-vocational training in a variety of settings
 - 1.7 describe how Horticultural Therapy programs might function across a variety of populations and settings
- 2. evaluate the practice and profession of Horticultural Therapy in North America and the U.K.**

- 2.1 describe the key competencies that are necessary for the effective practice of Horticultural Therapy
- 2.2 describe the roles and responsibilities of professionals, including coordinators and team members practicing Horticultural Therapy
- 2.3 compare the national governing bodies for Horticultural Therapy in North American and the UK, including
 - 2.3.1.1 roles in supporting the profession and practice of Horticultural
 - 2.3.1.2 development of standards for practice
- 2.4 compare the similarities and differences in terms of benefits of Horticultural Therapy with other supportive therapies, including
 - 2.4.1 physiotherapy
 - 2.4.2 occupational therapy
 - 2.4.3 music therapy
 - 2.4.4 art therapy
 - 2.4.5 animal assisted therapy
 - 2.4.6 animal assisted activities
- 2.5 justify the value of working within a team for the benefit of all programs and all participants
- 2.6 justify the usefulness of Horticulture Therapy as a Health Care profession across a variety of settings and special populations
- 3. describe the various settings for Horticultural Therapy and how these settings may need to be modified to accommodate particular participants, using multiple case studies**
 - 3.1 explain considerations for accessibility, feasibility, maintenance, and pleasure when modifying or designing gardens for Horticultural Therapy
 - 3.1.1 indoor gardens
 - 3.1.2 outdoor gardens
 - 3.2 summarize design considerations for outdoor and indoor gardening for a
 - 3.2.1 hospital setting
 - 3.2.2 extended care facility
 - 3.2.3 Mental Health facility
 - 3.2.4 school rehabilitation setting
 - 3.2.5 school programs for children with special needs
 - 3.2.6 for a corrections facility
- 4. evaluate various plant choices for use in a Horticultural Therapy program**
 - 4.1 classify plants for:
 - 4.1.1 stimulation of the senses
 - 4.1.2 seasonal significance
 - 4.1.3 ease of growth
 - 4.1.4 indoor and/or outdoor use
 - 4.1.5 toxicity
 - 4.1.6 potential allergens
 - 4.2 analyze plants for their therapeutic value including:
 - 4.2.1 plant propagation and forcing
 - 4.2.2 horticultural arts and crafts
 - 4.2.3 garden design features
 - 4.2.4 plants as analogies
 - 4.2.5 benefits associated with physical, emotional, cognitive and social well-being
- 5. demonstrate effective strategies for leading activities for participants in a Horticultural Therapy program**
 - 5.1 explain basic principles for working with participants in a Horticultural Therapy program including:
 - 5.1.1 establishing relationships

- 5.1.2 encouraging initiative
- 5.1.3 communicating with participants using praise and reassurance
- 5.1.4 being alert to changes in participants' physical, emotional and mental status
- 5.1.5 allowing participants to make their own choices in terms of plant material, colour, etc.
- 5.1.6 involving everyone in a group
- 5.1.7 planning for sensory stimulation
- 5.1.8 valuing every task
- 5.1.9 using plants and horticultural activities to stimulate conversation
- 5.2 describe how the benefits of Horticultural Therapy can be used to engage participants in Horticultural Therapy
- 5.3 plan activities for horticultural therapy which may include:
 - 5.3.1 activities that integrate horticulture with participants' other interest areas such as music, art, math, etc.
 - 5.3.2 activities based on seasonal considerations
 - 5.3.3 activities based on active, passive and creative value for participants
- 5.4 write a lesson plan for an activity based on goals and objectives, including:
 - 5.4.1 selecting a site
 - 5.4.2 organizing materials
 - 5.4.3 considerations for set-up and clean-up
 - 5.4.4 time needed for each step in the activity
 - 5.4.5 instructional techniques
 - 5.4.6 directions for participants
 - 5.4.7 plans for assessment of individual(s) progress
- 5.5 assist in leading at least one animal-assisted activity, either in a simulated or actual context
- 5.6 modify lesson plan based on assessment of individual(s) response and input from other participant
- 6. explain considerations for designing a horticultural therapy program for a specific population**
 - 6.1 define the goal(s) of the therapy program
 - 6.2 write objectives for your program based on program goals, including plans for:
 - 6.2.1 enjoyment and emotional/psychological benefits
 - 6.2.2 physical benefits
 - 6.2.3 social benefits
 - 6.2.4 cognitive benefits
 - 6.3 select activities for a horticultural therapy program based on:
 - 6.3.1 goals and objectives
 - 6.3.2 budget
 - 6.3.3 available facilities
 - 6.3.4 time of year
- 7. explain safety considerations for a Horticultural Therapy program**
 - 7.1 summarize basic safety considerations for gardening, including hazards related to:
 - 7.1.1 pest control
 - 7.1.2 tools
 - 7.1.3 exposure to weather
 - 7.1.4 water
 - 7.1.5 toxic plants
 - 7.2 explain additional modifications and considerations when gardening with clients in a horticultural therapy program, including:
 - 7.2.1 exposure and physical activity related to physical challenges and medications
 - 7.2.2 pest control modifications for plants and people
 - 7.2.3 access to water

- 7.2.4 use and storage of tools
- 7.2.5 maintenance of pathways
- 7.2.6 plants to avoid due to possible allergic responses
- 7.2.7 age, ability, and expectations of participants
- 7.2.8 access and limitations of available space
- 7.2.9 knowledge, skill and number of all participants, including staff
- 7.2.10 emergency action plan

8. demonstrate basic competencies

8.1 demonstrate fundamental skills to:

- 8.1.1 communicate
- 8.1.2 manage information
- 8.1.3 use numbers
- 8.1.4 think and solve problems

8.2 demonstrate personal management skills to:

- 8.2.1 demonstrate positive attitudes and behaviours
- 8.2.2 be responsible
- 8.2.3 be adaptable
- 8.2.4 learn continuously
- 8.2.5 work safely

8.3 demonstrate teamwork skills to:

- 8.3.1 work with others
- 8.3.2 participate in projects and tasks

9. create a transitional strategy to accommodate personal changes and build personal values

- 9.1 identify short-term and long-term goals
- 9.2 identify steps to achieve goals

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COURSE HES3280: PROFESSIONAL STANDARDS & ETHICS

Level: Advanced

Prerequisite: HES1010: Health & Wellness Fundamentals

Description: Students examine the roles and responsibilities of government, organizations and consumers in the Canadian health care system. Students will investigate various roles and responsibilities for the development and administration of professional standards and ethics in health care and recreation settings. Students gain knowledge and understanding about how to manage legal and ethical responsibilities when working in helping relationships.

Parameters: **Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.

Outcomes: The student will:

- 1. evaluate how health and wellness involves shared roles, rights and responsibilities of governments, organizations and consumers**
 - 1.1 summarize the roles and responsibilities of the World Health Organization as they relate to the health of Canadians, including
 - 1.1.1 history
 - 1.1.2 governance and administration
 - 1.1.3 functions
 - 1.1.4 the impact of official statements, definitions and guidelines
 - 1.1.5 current programs and projects
 - 1.2 explain the principles of health care outlined in the Canada Health Act and how they personally affect individuals' health and wellness
 - 1.2.1 public administration (partnership with the provinces)
 - 1.2.2 comprehensiveness
 - 1.2.3 universality
 - 1.2.4 portability
 - 1.2.5 accessibility
 - 1.3 identify important historical developments that led to the establishment of the Canada Health Act
 - 1.4 compare the roles of the federal and provincial government in the administration of health care services
 - 1.5 examine current statistical trends related to health care in Canada including
 - 1.5.1 use based on
 - 1.5.1.1 age
 - 1.5.1.2 gender
 - 1.5.1.3 occupation
 - 1.5.1.4 ethnicity
 - 1.5.1.5 lifestyles
 - 1.5.1.6 environments
 - 1.5.1.7 disability
 - 1.5.1.8 palliative care
 - 1.5.2 professionals working to provide health care, including
 - 1.5.2.1 physicians
 - 1.5.2.2 nurses
 - 1.5.2.3 allied health professionals

- 1.5.2.4 support workers
- 1.5.3 employment of health care workers, including
 - 1.5.3.1 public and private institutions
 - 1.5.3.2 public and private community settings
- 1.5.4 proportionate health care costs in Canada
 - 1.5.4.1 institutional costs
 - 1.5.4.2 drug costs
 - 1.5.4.3 costs to pay medical professionals
 - 1.5.4.4 costs for preventative and integrative health treatments
- 1.6 describe how each of these trends affects current issues regarding the allocation of resources to fund health care programs, including educational, preventative, integrative and medical treatments and initiatives
 - 1.6.1 outline current initiatives of the Alberta Ministry of Health and Wellness
 - 1.6.2 predict future initiatives based on trends
 - 1.6.3 predict the need for future roles for health care providers based on trends
- 1.7 explain how standards for quality care are established, including
 - 1.7.1 governance of physicians
 - 1.7.2 governance of nurses
 - 1.7.3 governance of other health care professionals
 - 1.7.4 role of Canadian Council on Health Services Accreditation, including indicators of performance in the system
 - 1.7.4.1 access
 - 1.7.4.2 performance outcomes
 - 1.7.4.3 cost effectiveness
 - 1.7.5 describe the processes of quality improvement and accreditation in health care facilities
- 1.8 differentiate between a passive and active consumer of health care services and the personal and social consequences of the decision to be active or passive
- 1.9 summarize the present and future roles of the community, private industry and family in the provision of health services
- 1.10 compare cultural perspectives on shared roles in providing health care
- 2. summarize basic legal obligations for people providing services in health care volunteer and recreation settings using case studies**
 - 2.1 describe the purpose and function of The Freedom of Information and Protection of Privacy Act (FOIPPA)
 - 2.2 describe the purpose and function of the Personal Information Protection Act (PIPA)
 - 2.3 demonstrate the principles of preparing written reports based on simulated case studies, including
 - 2.3.1 documenting in ink
 - 2.3.2 reporting events in chronological order
 - 2.3.3 ensure accuracy of information by using direct quotes and concrete information
 - 2.3.4 report in a timely manner to aid accuracy
 - 2.3.5 following protocol of institution
 - 2.3.6 never charting for another professional or caregiver
 - 2.4 describe the role and significance of medical release forms and parental permission forms in recreation and health care settings
 - 2.5 recommend precautions to exercise as a health care provider and/or recreation leader to prevent personal legal liability using case studies, including
 - 2.5.1 keeping accurate records and logs
 - 2.5.2 maintaining patient and client confidentiality
 - 2.5.3 appropriate measures to prevent accusations of impropriety, especially when working with and caring for children and members of the opposite gender

- 2.6 summarize considerations for reporting child abuse
 - 2.6.1 summarize signs and symptoms of four types of abuse including physical, emotional, neglect, sexual abuse
 - 2.6.2 state the duty to report obligation according to the Child Welfare Act
 - 2.6.3 identify appropriate methods of reporting suspicions of abuse in a variety of settings
 - 2.6.4 recognize limitations of personal skill to deal with issues related to abuse or violence
- 2.7 summarize considerations for reporting suspicions of suicide
 - 2.7.1 summarize signs and symptoms of suicide
 - 2.7.2 identify appropriate methods of reporting the recognition of suicide indicators
 - 2.7.3 recognize limitations of personal skill to deal with issues related to suicide
- 2.8 state the duty to report threats made by individuals
 - 2.8.1 duty to report threats to authorities
 - 2.8.2 duty to report threats to the target of the threat
- 3. evaluate principles related to ethical practice in health care and recreation settings**
 - 3.1 examine at least one code of ethics of a profession or practice related to health care or recreation settings
 - 3.2 explain the importance of cultural competence in human services related to health and recreation, including
 - 3.2.1 developing an awareness of one's own cultural worldview and the impact it may have on provision of care
 - 3.2.2 awareness of personal attitudes towards cultural diversity, including beliefs and practices
 - 3.2.3 responsibility to become knowledgeable about culturally diverse beliefs and practices
 - 3.2.4 developing communication skills to effectively interact with people across cultures
 - 3.3 differentiate between personal ethics and professional ethics
 - 3.4 define ethics, values and ethical issues
 - 3.5 differentiate between law and ethics
 - 3.6 identify situations with legal implications using a variety of case studies from health care, volunteer, and/or sport and recreation settings
 - 3.6.1 actions that are criminal or quasi criminal
 - 3.6.2 actions that breach a legal contract
 - 3.6.3 actions or information leading one to believe there are reasonable grounds that a child is in need of protection
 - 3.6.4 actions that are discriminatory
 - 3.6.5 actions that constitute harassment
 - 3.6.6 actions that could constitute negligence
 - 3.7 identify several ethical issues that could arise in health care, volunteer and/or recreation settings
 - 3.8 demonstrate the steps in ethical decision making when faced with an ethical issue using a variety of case studies in health care, volunteer, and/or sport and recreation settings
 - 3.8.1 establish the facts in a situation
 - 3.8.2 determine whether the situation involves legal or ethical issues
 - 3.8.3 take appropriate action if legal implications are indicated
 - 3.8.4 if issue is ethical, identify options and possible consequences, including consideration of
 - 3.8.4.1 internal influences on decision-making such as previous experience and personal values and circumstances

- 3.8.4.2 external influences on decision-making such as economic and political aspects, gravity and/or urgency of decision and organizational, institutional and/or social implications
- 3.8.4.3 justify a decision to act or not act
- 3.9 create a written or oral presentation on an emerging ethical issue related to working in health care, and/or sport or recreation settings such as
 - 3.9.1 use of personal directives
 - 3.9.2 issues involving personal capability of older adults
 - 3.9.3 pain management
 - 3.9.4 drug use and performance enhancement in sport
- 4. describe the consequences of violation of professional legal standards and ethics using case studies**
 - 4.1 compare professional misconduct, negligence and malpractice as it relates to health care and recreation providers
 - 4.2 outline the professional and legal consequences and penalties for violations of professional standards and ethics in health care and recreation settings
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. identify possible life roles related to the skills and content of this cluster**
 - 6.1 recognize and then analyze the opportunities and barriers in the immediate environment
 - 6.2 identify potential resources to minimize barriers and maximize opportunities

COURSE HES3290: ADVANCES IN MEDICAL TECHNOLOGY

Level: Advanced

Prerequisite: None

Description: Students learn current technologies utilized in medical diagnosis and treatment and examine biomedical ethics surrounding current and emerging technologies.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Parameters: No specialized equipment or facilities.

Outcomes: The student will:

1. compare and contrast past, present and future trends in health services

1.1 compare and contrast past, present and future trends in health care:

- 1.1.1 community based (VON, Home Care)
- 1.1.2 expense of hospitalization (user pay, free)
- 1.1.3 medical personnel (shortage/surplus of medical/nursing individuals, research, degree of professional autonomy, import/export of health care professionals, entrepreneurship, training)
- 1.1.4 use of para-professional, non-professionals
- 1.1.5 impact of changes on the individual, family and community
- 1.1.6 educational requirements for health care professionals
- 1.1.7 compare advantages and disadvantages of global health care systems

2. evaluate services, diagnostic procedures and health technologies available in acute, rehabilitation and extended care centers

2.1 outlines the elements of care available in treatment facilities (acute care, convalescent care, extended care, palliative care)

2.2 analyze availability and accessibility of services in acute, rehabilitation and extended care centres:

- 2.2.1 physicians, nursing, dietary, housekeeping, maintenance, business, volunteer, social work, rehabilitation, radiology, pathology, pharmacy, etc.

2.3 research and analyze availability and accessibility of technology and diagnostic procedures in health care:

- 2.3.1 operative care (general surgery, laser, laparoscopy, plastic, fibre optics)
- 2.3.2 imaging services

2.4 describe the purpose of care of the patient before, during and after the following procedures:

- 2.4.1 general surgery
- 2.4.2 less invasive surgery (lasers, fibre optics)
- 2.4.3 imaging services

2.5 describe options for anesthetics

2.6 describe pain management options in different health care settings

3. examine emerging technologies, including scope of use, availability, social and emotional impact, economics and ethical issues related to the technology

3.1 research technological advancements for the 21st century, including an assessment of the social, emotional, economic and ethical issues raised by emerging technologies such as:

- 3.1.1 gene therapy
- 3.1.2 synthetic body parts
- 3.1.3 euthanasia
- 3.1.4 reproductive technology
- 3.1.5 computerized health care
- 3.1.6 robotics
- 3.1.7 transplants

4. demonstrate basic competencies

4.1 demonstrate fundamental skills to:

- 4.1.1 communicate
- 4.1.2 manage information
- 4.1.3 use numbers
- 4.1.4 think and solve problems

4.2 demonstrate personal management skills to:

- 4.2.1 demonstrate positive attitudes and behaviours
- 4.2.2 be responsible
- 4.2.3 be adaptable
- 4.2.4 learn continuously
- 4.2.5 work safely

4.3 demonstrate teamwork skills to:

- 4.3.1 work with others
- 4.3.2 participate in projects and tasks

5. create a transitional strategy to accommodate personal changes and build personal values

- 5.1 identify short-term and long-term goals
- 5.2 identify steps to achieve goals

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COURSE HES3910: HES PROJECT D

Level: Advanced

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other Career and Technology Studies (CTS) courses through contexts that are personally relevant.

Parameters: This course must make connections with a minimum of 2 CTS courses, one of which must be at the advanced level and the other must be at least at the intermediate level.

All projects and/or performances whether teacher or student led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

- 1. identify the two or more CTS courses being linked to this course**
 - 1.1 justify the connection
 - 1.2 identify key outcomes
- 2. propose, manage and assess a project and/or performance**
 - 2.1 identify project and/or performance:
 - 2.1.1 prepare a plan
 - 2.1.2 clarify the purposes
 - 2.1.3 define deliverables
 - 2.1.4 specify timelines
 - 2.1.5 explain terminology, tools and processes consistently throughout
 - 2.1.6 define resources: e.g., materials, costs, staffing
 - 2.2 identify and comply with all related health and safety standards
 - 2.3 define assessment standards (indicators for success)
 - 2.4 present proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
 - 3.1 complete the project and/or performance as outlined
 - 3.2 monitor project and/or performance and make necessary adjustments
 - 3.3 present the project and/or performance:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship to goals set originally
 - 3.4 evaluate the project and/or performance:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations for how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate

- 4.1.2 manage information
- 4.1.3 use numbers
- 4.1.4 think and solve problems
- 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

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COURSE HES3920: HES PROJECT E

Level: Advanced

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other Career and Technology Studies (CTS) courses through contexts that are personally relevant.

Parameters: This course must make connections with a minimum of 2 CTS courses, one of which must be at the advanced level and the other must be at least at the intermediate level.

All projects and/or performances whether teacher or student led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

- 1. identify the two or more CTS courses being linked to this course**
 - 1.1 justify the connection
 - 1.2 identify key outcomes
- 2. propose, manage and assess a project and/or performance**
 - 2.1 identify project and/or performance:
 - 2.1.1 prepare a plan
 - 2.1.2 clarify the purposes
 - 2.1.3 define deliverables
 - 2.1.4 specify timelines
 - 2.1.5 explain terminology, tools and processes consistently throughout
 - 2.1.6 define resources: e.g., materials, costs, staffing
 - 2.2 identify and comply with all related health and safety standards
 - 2.3 define assessment standards (indicators for success)
 - 2.4 present proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
 - 3.1 complete the project and/or performance as outlined
 - 3.2 monitor project and/or performance and make necessary adjustments
 - 3.3 present the project and/or performance:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship to goals set originally
 - 3.4 evaluate the project and/or performance:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations for how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate

- 4.1.2 manage information
- 4.1.3 use numbers
- 4.1.4 think and solve problems
- 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

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