COURSE CCS1020: BACK CARE BASICS

Level: Introductory

Prerequisite: None

Description: Students examine the structure and function of the spinal column and back, causes and treatments of back injuries and preventative measures for back care. Students demonstrate safe lifting practices and explore basic occupational health and safety practices for maintaining a healthy back.

Supporting Courses: CCS2040: Integrative Health
HCS1050: Musculoskeletal System
HCS2120: Pain & Pain Management
HCS2130: Chronic Conditions
HSS1010: Health Services Foundations

Outcomes: The student will:

1. **explain the structure and function of the spinal column and back**
    1.1 define common terms related to the spinal column and spinal care
    1.2 name and locate the regions of the spine on a model and on an individual
    1.3 describe the functions of the spinal column, including the specific functions of each region of the spine
    1.4 diagram the spine, including:
        1.4.1 correct number of vertebrae
        1.4.2 regions of the spine
        1.4.3 proper curvature
        1.4.4 location of the spinal cord
        1.4.5 arrangement of intervertebral disks
        1.4.6 facets
        1.4.7 neural foramina
        1.4.8 sciatic nerve
    1.5 diagram a single motion segment (two vertebrae and accompanying soft tissue)
    1.6 diagram improper curvatures of the spine, including:
        1.6.1 lordosis
        1.6.2 kyphosis
        1.6.3 scoliosis
    1.7 explain the structure and function of intervertebral disks
    1.8 locate, on a diagram, the groups of muscles that support the spine, including:
        1.8.1 extensors
        1.8.2 flexors
        1.8.3 obliques
    1.9 explain the role of muscles that support the spinal column, including:
        1.9.1 extensors; e.g., the erector spinae and gluteal muscles
        1.9.2 flexors
        1.9.3 obliques
2. **evaluate factors that contribute to the promotion and maintenance of a strong back**
    2.1 summarize the effect of a healthy back on achieving and maintaining wellness
    2.2 summarize the effects of aging on the structure and function of the spine and back
    2.3 explain how stretching and proper warm-up exercises can prevent back injuries

2.4 demonstrate a variety of effective stretching exercises and warm-up activities to promote a strong back and prevent injuries

2.5 demonstrate a variety of abdominal strengthening exercises to promote a strong back and prevent injuries

2.6 demonstrate effective postures for back health, including postures while:
- 2.6.1 standing
- 2.6.2 sitting
- 2.6.3 sleeping
- 2.6.4 lifting and carrying

2.7 predict the effect of lifestyle choices on maintaining a healthy back, including choices related to:
- 2.7.1 active living and exercise
- 2.7.2 nutrition and weight management
- 2.7.3 risk management and safety; e.g., wearing seat belts
- 2.7.4 stress management

2.8 analyze personal risks related to back care

2.9 create a plan to improve personal short-term and long-term back health

3. explain basic causes and treatments of back injuries

3.1 describe signs and symptoms of minor back injuries, including pain type, location and intensity as indicators of injury

3.2 differentiate between a repetitive and a weight-bearing motion related to the back using examples to illustrate differences

3.3 differentiate between overexertion injuries and overuse injuries using examples

3.4 describe causes and the level of severity of common back injuries, including:
- 3.4.1 lumbar injuries
- 3.4.2 cervical injuries
- 3.4.3 thoracic injuries
- 3.4.4 herniated disks

3.5 analyze causes of common back injuries related to activities in a variety of occupations, including:
- 3.5.1 community care occupations; e.g., child care, support for individuals with disability
- 3.5.2 health care occupations; e.g., nursing aides
- 3.5.3 recreation and fitness leaders
- 3.5.4 athletes; e.g., elite and recreational levels of athletics
- 3.5.5 office workers

3.6 list common myths about back pain

3.7 describe integrative and medical health treatments currently available for back injuries and pain, including:
- 3.7.1 chiropractic care
- 3.7.2 acupuncture
- 3.7.3 massage therapy
- 3.7.4 active release therapy
- 3.7.5 physiotherapy and athletic therapy
- 3.7.6 anti-inflammatory and pain medications
- 3.7.7 application of heat and cold

3.8 summarize the probable social, emotional and economic impact of back injuries on the individual, family, peers and the community

4. describe basic occupational health and safety considerations related to back care

4.1 identify the incidence and prevalence of back injuries in Alberta

4.2 estimate the costs related to back injury, including:
- 4.2.1 costs of direct treatment
- 4.2.2 costs related to lost productivity

4.3   summarize recent evidence-based research related to the use of back belts
4.4   summarize, through examples, basic strategies for employers to implement to reduce back injuries, including:
    4.4.1   reducing unnecessary heavy loads
    4.4.2   providing safe lifting equipment, where appropriate
    4.4.3   rotating workers among tasks that do not require lifting
    4.4.4   performing ergonomic assessments of work areas
4.5   analyze factors that contribute to back injury in the workplace, such as the:
    4.5.1   distance the load is carried
    4.5.2   distance the load is held away from the body
    4.5.3   starting and finishing height
    4.5.4   size, shape and texture of load
    4.5.5   physical characteristics of person carrying load
4.6   summarize responsibilities of employees related to back care, including:
    4.6.1   reporting symptoms early
    4.6.2   following proper lifting procedures and policies
4.7   summarize considerations for returning to work following a back injury

5.   demonstrate strategies for proper lifting and preventative back care
5.1   define terms related to prevention of back injuries, including:
    5.1.1   awkward body positions
    5.1.2   forceful exertions
    5.1.3   repetitive movements
5.2   outline, using examples, awkward body positions related to back injuries, including positions related to the:
    5.2.1   shoulders
    5.2.2   neck
    5.2.3   back
    5.2.4   knees
5.3   differentiate between the effect of lifting and lowering versus pulling and pushing a load
5.4   explain the possible risks of a shifting load and an elevated load, including safe and effective use of legs and arms
5.5   select a proper load (weight and size) relative to personal physical capability
5.6   demonstrate safe and effective lifting practices, including:
    5.6.1   wearing appropriate footwear
    5.6.2   making a lifting plan
    5.6.3   stretching prior to lifting
    5.6.4   keeping load close to the body
    5.6.5   bending knees
    5.6.6   contracting abdominal muscles for stability
    5.6.7   positioning head
    5.6.8   avoiding unnecessary twisting and turning
    5.6.9   lifting in a smooth, controlled manner
    5.6.10 keeping the back straight while lifting
    5.6.11 taking small, careful steps
    5.6.12 alerting others that a load is moving
    5.6.13 setting load down carefully; e.g., avoid trapping fingers
5.7   demonstrate safe and effective lifting practices as a team, with other individuals, by:
    5.7.1   designating a leader to give instructions during the lift
    5.7.2   timing the lift in order to work together
    5.7.3   keeping the load level

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. make personal connections to the cluster content and processes to inform possible pathway choices
    7.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
    7.2 create a connection between a personal inventory and occupational choices

COURSE CCS1030: CARING FOR BODY SYSTEMS 1

Level: Introductory

Prerequisite: HSS1010: Health Services Foundations

Description: Students learn the basic anatomy and physiology of the human body and identify changes that occur throughout the lifespan. Students examine common disorders of human body systems and learn to interpret vital signs and other signs and symptoms as possible indicators of disease process or injury. Treatments available for common disorders are also explored.

Outcomes: The student will:

1. **analyze the basic anatomy of human body systems**
   1.1 categorize medical terminology related to anatomy based on the meaning of prefixes and suffixes
   1.2 differentiate between the study of anatomy and the study of physiology
   1.3 explain the structural organization of the body from chemicals to the whole body, including cells, tissues, organs and body cavities
   1.4 identify the basic structures in each body system
   1.5 summarize expected changes in anatomy structures related to lifespan development, including:
       1.5.1 infant
       1.5.2 child
       1.5.3 adolescent
       1.5.4 adult
       1.5.5 senior
2. **analyze the basic physiology of human body systems**
   2.1 categorize medical terminology related to physiology based on the meaning of prefixes and suffixes
   2.2 explain the function of chemicals, cells, tissues, organs and body cavities
   2.3 explain the basic functions of each body system
   2.4 summarize expected changes in physiology related to lifespan development, including:
       2.4.1 infant
       2.4.2 child
       2.4.3 adolescent
       2.4.4 adult
   2.5 explain the importance of homeostasis to physical wellness
   2.6 summarize the role of each body system in maintaining homeostasis using examples of positive and negative feedback loops, where appropriate
   2.7 identify normal values for the following basic vital signs:
       2.7.1 temperature
       2.7.2 blood pressure
       2.7.3 apical pulse, including rate, rhythm and strength
       2.7.4 radial pulse, including rate, rhythm and strength
       2.7.5 respirations, including rate, rhythm and depth
   2.8 interpret abnormal vital sign values as possible indicators of disease or injury, including an:
       2.8.1 increase/decrease in body temperature
       2.8.2 increase/decrease in blood pressure
       2.8.3 increase/decrease/change in pulse
       2.8.4 increase/decrease/change in respirations

2.9 describe other possible indicators of disease or injury, including but not limited to:
- 2.9.1 weight gain/loss
- 2.9.2 range of motion
- 2.9.3 urine output
- 2.9.4 bowel history; e.g., constipation/diarrhea
- 2.9.5 nausea/vomiting
- 2.9.6 pain
- 2.9.7 skin colour/diaphoresis

3. explain basic principles of pathology related to body systems

3.1 categorize terms related to pathology based on the meaning of prefixes and suffixes

3.2 differentiate among the following:
- 3.2.1 acute illness
- 3.2.2 chronic illness
- 3.2.3 terminal illness
- 3.2.4 injury

3.3 summarize common disorders in each body system

3.4 describe causes, signs and symptoms of common disorders in each body system, including how the disorder:
- 3.4.1 affects the primary system
- 3.4.2 could possibly affect other body systems

3.5 describe treatments available for common disorders in each body system

3.6 summarize the exponential effect of multisystem breakdown

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. make personal connections to the cluster content and processes to inform possible pathway choices

5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences

5.2 create a connection between a personal inventory and occupational choices

COURSE CCS1080: COMMUNITY VOLUNTEERISM 1

Level: Introductory

Prerequisite: None

Description: Students examine the role of volunteers in a community, perform as volunteers and evaluate their volunteering experience.

Outcomes: The student will:

1. explain the role of volunteers in a community
   1.1 define volunteerism and altruism
   1.2 describe the personal rewards available by volunteering, including:
       1.2.1 self-esteem and self-fulfillment
       1.2.2 learning and career awareness
       1.2.3 employability
       1.2.4 enhanced community awareness
       1.2.5 career awareness
       1.2.6 health and wellness
   1.3 justify the essential characteristics of a volunteer, including:
       1.3.1 confidentiality/ethics
       1.3.2 attendance/punctuality
       1.3.3 resource/time management
       1.3.4 adherence to rules and regulations
       1.3.5 safety
       1.3.6 enthusiasm
       1.3.7 sense of humour
   1.4 outline several volunteer opportunities in a community
   1.5 describe societal benefits of volunteerism
   1.6 outline the clients' responsibilities in the volunteering relationship
   1.7 describe considerations for personal safety related to volunteering
2. perform as a volunteer in a specific volunteer activity or placement
   2.1 choose a suitable community placement that will enhance interests and abilities
   2.2 write a job description, outlining the duties and expectations, that meets with the approval of the supervising teacher and client
   2.3 perform at least 15 hours of volunteerism in a teacher-approved community locale
3. evaluate personal performance in a specific volunteer activity or placement
   3.1 describe experiences and personal reflections related to the volunteering activities
   3.2 interview the client to:
       3.2.1 evaluate personal performance as a volunteer
       3.2.2 identify areas for growth and development as a volunteer
   3.3 summarize goals for future volunteering experiences based on personal reflections and interviews with the client
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. make personal connections to the cluster content and processes to inform possible pathway choices

5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences

5.2 create a connection between a personal inventory and occupational choices

COURSE CCS1910: CCS PROJECT A

Level: Introductory

Prerequisite: None

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

Parameters: Introductory project courses must connect with a minimum of two CTS courses, one of which must be at the introductory level and be in the same occupational area as the project course. The other CTS course(s) can be either at the same level or at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

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 connection between this project course and two or more CTS courses**
   1.1   identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
   1.2   explain how these outcomes are being connected to the project and/or performance deliverables
2. **propose the project and/or performance**
   2.1   identify the project and/or performance by:
      2.1.1   preparing a plan
      2.1.2   clarifying the purposes
      2.1.3   defining the deliverables
      2.1.4   specifying time lines
      2.1.5   explaining terminology, tools and processes
      2.1.6   defining 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 the 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 the project and/or performance and make necessary adjustments
   3.3   present the project and/or performance, indicating the:
      3.3.1   outcomes attained
      3.3.2   relationship of outcomes to goals originally set

3.4   evaluate the project and/or performance, indicating the:
      3.4.1   processes and strategies used
      3.4.2   recommendations on 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.   make personal connections to the cluster content and processes to inform possible pathway choices
5.1   complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
5.2   create a connection between a personal inventory and occupational choices

COURSE CCS2010: HEALTH CARE 1

Level: Intermediate

Prerequisite: HSS1010: Health Services Foundations

Description: Students learn about the skills necessary to provide personal care services for individuals.

Supporting Course: CCS1020: Back Care Basics

Outcomes: The student will:

1. **evaluate the basic needs of the client and the client's family or guardians**
   1.1 summarize Maslow's hierarchy of needs
   1.2 describe the following typical needs of the client and client's family, including strategies to meet these needs while providing personal care:
      1.2.1 choice
      1.2.2 dignity
      1.2.3 privacy
   1.3 describe methods of obtaining information about the client and the rationale for obtaining personal information
   1.4 describe caring, respect and respectful behaviour using examples
   1.5 justify the need to maintain confidentiality when dealing with the client's personal information
   1.6 recommend strategies to enhance and maintain the client's personal wellness and self-esteem (respecting choice, dignity and privacy) by:
      1.6.1 describing several types of baths; e.g., complete and partial bed baths, tub baths, showers
      1.6.2 describing considerations for assisting with hair care; e.g., shaving
      1.6.3 describing considerations for assisting with foot and nail care
      1.6.4 describing considerations for assisting with care of teeth and gums
      1.6.5 describing considerations for assisting with dressing and make-up application
      1.6.6 listing safety precautions for assisting with self-care routines
      1.6.7 describing considerations for assisting with toileting and incontinence
   1.7 evaluate how trust relationships are established with clients and the impact of the level of trust on the personal comfort of the patient during daily care routines
2. **evaluate the roles, rights and responsibilities of the health care provider**
   2.1 describe common practices to follow with clients and explain standard precautions
   2.2 describe a typical job description of a health care aide
   2.3 justify the purpose and rationale for establishing interdisciplinary health care teams
   2.4 explain the role limits of the health care aide
   2.5 describe the employment contract and letter of agreement
3. **evaluate regulations and legislation governing the health care provider**
   3.1 summarize knowledge of applicable legislation
   3.2 justify the basic human rights of employees
   3.3 justify the basic human rights of the client
   3.4 demonstrate ability to access information available in employer policy and procedure manuals
   3.5 summarize important information from employer policies and procedure manuals

4. demonstrate effective personal care recording and reporting procedures
   4.1 describe the materials and manuals required to complete everyday tasks and where to find the information in applicable manuals
   4.2 describe reporting protocols used in the health care field
   4.3 demonstrate how to use some of the recording tools for communicating between members of the health care team
   4.4 explain the principles of preparing written reports
   4.5 describe how to prepare reports on client status and incidents

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 CCS2030: CARING FOR BODY SYSTEMS 2

Level: Intermediate

Prerequisite: CCS1030: Caring for Body Systems 1

Description: Students apply their knowledge of human body systems and pathologies to the
                    care-planning process for clients experiencing acute and chronic illness. Specific
                    care strategies for each body system are examined.

Outcomes: The student will:

1. **explain the care-planning process**
   1.1 describe the purpose of a care plan
   1.2 identify the components of a care plan, including:
       1.2.1 assessment
       1.2.2 planning
       1.2.3 implementation
       1.2.4 evaluation
   1.3 explain the roles and responsibilities of members of the health care team in the development of a
       care plan
   1.4 explain the involvement of the client and his or her support network in the care-planning process
   1.5 explain the purpose and importance of the stages of the care-planning cycle, including:
       1.5.1 assess
       1.5.2 plan
       1.5.3 implement
       1.5.4 evaluate
2. **evaluate basic care strategies for supporting physiological needs of clients based on examples**
   2.1 analyze basic care strategies to support the integumentary system, including:
       2.1.1 hydration
       2.1.2 lotion
       2.1.3 position changes
       2.1.4 humidity
   2.2 analyze basic care strategies to support the cardiovascular and lymphatic systems, including:
       2.2.1 mobility
       2.2.2 stockings
       2.2.3 nutrition
   2.3 analyze basic care strategies to support the nervous system, including the Glasgow Coma Scale
   2.4 analyze basic care strategies to support the respiratory system, including:
       2.4.1 supplemental oxygen
       2.4.2 incentive spirometry
       2.4.3 percussion therapy
   2.5 analyze basic care strategies to support the digestive system, including:
       2.5.1 dental hygiene
       2.5.2 forms of nutrition such as enteral and total parenteral nutrition
       2.5.3 routine diagnostic screening, such as a colonoscopy

2.6 analyze basic care strategies to support the urinary system, including:
    2.6.1 dietary management; e.g., fluid intake
    2.6.2 pelvic floor exercises
    2.6.3 urinary catheterization
2.7 analyze basic care strategies to support the musculoskeletal system, including:
    2.7.1 weight-bearing exercises
    2.7.2 heat therapy
    2.7.3 cryotherapy
    2.7.4 stretching
2.8 analyze basic care strategies to support the endocrine system, including:
    2.8.1 blood glucose monitoring
    2.8.2 routine thyroid function screening
2.9 analyze basic care strategies to support the reproductive system, including:
    2.9.1 male routine diagnostic screening; e.g., testicular exams, hormone screening
    2.9.2 female routine diagnostic screening; e.g., pap smears, breast exams, hormone screening
    2.9.3 promoting safe sex practices

3. write a basic, sample care plan for a client who has an acute illness or injury
3.1 write an assessment of the client, including information that:
    3.1.1 describes the illness or injury; e.g., history, signs, symptoms
    3.1.2 outlines personal, relevant information about physical status such as vital signs and other physical characteristics available through observation
3.2 write a plan for the client that:
    3.2.1 explains the importance of prioritizing care
    3.2.2 identifies roles and responsibilities of members of the health care team involved in care
    3.2.3 describes personal care needs of the client
    3.2.4 describes management of the environment to support recovery and wellness
3.3 recommend goals and strategies for implementation of care
3.4 describe evaluation strategies to monitor the effectiveness of the care plan
3.5 describe the importance of including the client and his or her support network in all aspects of the care-planning process

4. write a basic, sample care plan for a client who has a chronic condition
4.1 write an assessment of the client, including information that:
    4.1.1 describes the chronic condition; e.g., the history, signs, symptoms
    4.1.2 outlines personal, relevant information about physical status such as vital signs and other physical characteristics available through observation
4.2 write a plan for the client that:
    4.2.1 explains the importance of prioritizing care
    4.2.2 identifies roles and responsibilities of members of the health care team involved in care
    4.2.3 describes personal care needs of the client
    4.2.4 describes management of the environment to support recovery and wellness
4.3 recommend goals and strategies for implementation of care
4.4 describe evaluation strategies to monitor the effectiveness of the care plan
4.5 describe the importance of including the client and his or her support network in all aspects of the care-planning process

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 CCS2040: INTEGRATIVE HEALTH

Level:	Intermediate
Prerequisite:	HSS1010: Health Services Foundations
Description:	Students examine the foundations, applications, costs, issues and future of integrative health. Students analyze complementary and alternative therapies and their role in health care, palliative care, preventative health care, and personal health and wellness.
Supporting Courses:	CCS1020: Back Care Basics HCS2120: Pain & Pain Management HCS2130: Chronic Conditions
Outcomes:	The student will:

1. **examine integrative health in health care, palliative care, preventative health care, and personal health and wellness**
   1.1 define integrative health
   1.2 define conventional medicine and complementary and alternative therapies
   1.3 differentiate among:
      1.3.1 alternative medical systems
      1.3.2 mind–body medicine
      1.3.3 biologically based therapies
      1.3.4 manipulative and body-based methods
      1.3.5 energy therapies
   1.4 describe the predominant principles and philosophies of these therapies
   1.5 describe the model of integrative health practice
   1.6 describe several examples of an integrative health model
   1.7 provide examples of organizations associated with complementary and alternative therapies; e.g., government, educational, professional
2. **analyze issues and considerations surrounding the use of complementary and alternative therapies in health care, palliative care, preventative health care, and personal health and wellness**
   2.1 compare beliefs about health and illness in various cultures
   2.2 explain personal beliefs and practices, including the cultural factors contributing to these beliefs and practices
   2.3 examine the trends regarding access to complementary and alternative therapies in different countries and cultures
   2.4 compare the possible benefits and risks of complementary and alternative therapies to the consumer and the consumer's family and community
   2.5 summarize issues related to complementary and alternative therapies
   2.6 summarize issues related to the practice of integrative health
   2.7 explain how to evaluate sources of information regarding complementary and alternative therapies; e.g., Web sites, practitioners, written publications
   2.8 describe current trends in health care related to complementary and alternative therapies and an integrative health model
3. **analyze a specific complementary or alternative therapy**
   3.1 describe the background of the therapy, including the historical context
   3.2 describe how the therapy is practised

3.3 describe the rationale for the therapy

3.4 list conditions that frequently cause people to seek and receive the therapy

3.5 compare risks and benefits of the therapy to the individual receiving the therapy, his/her family and the community

3.6 describe the reliability of the therapy, including an overview of any evidence-based research that exists

3.7 summarize consumer issues related to the therapy, including the length of time suggested for the therapy and typical costs associated with the therapy

3.8 identify prevalence and availability of practitioners of the therapy and any possible credentialing organizations that exist

3.9 identify available resources used to research the therapy

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. identify possible life roles related to the skills and content of this cluster

5.1 recognize and then analyze the opportunities and barriers in the immediate environment

5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE CCS2080: COMMUNITY VOLUNTEERISM 2

Level: Intermediate

Prerequisite: CCS1080: Community Volunteerism 1

Description: Students evaluate the basic structure and function of nonprofit organizations in society and focus their examination of the nonprofit sector on Alberta and a specific rural or urban community. Students perform as volunteers with a nonprofit organization and evaluate their volunteering experience.

Outcomes: The student will:

1. **evaluate the basic structure and function of nonprofit organizations**
   1.1 define terms related to the structure and function of nonprofit organizations in society, including:
      1.1.1 nonprofit organization
      1.1.2 registered charity
      1.1.3 trade union
      1.1.4 foundation
      1.1.5 trust
      1.1.6 cooperative
      1.1.7 grant
      1.1.8 endowment
   1.2 identify several nonprofit organizations in:
      1.2.1 North America
      1.2.2 Canada
      1.2.3 Alberta
      1.2.4 a specific rural or urban community
   1.3 compare the basic structure and function of nonprofit and business (private and public) organizations
   1.4 analyze the funding sources available for nonprofit organizations in Alberta; e.g., government funding, user fees, grants, earned income
   1.5 classify the nonprofit organizations in Alberta, based on their primary activity
   1.6 summarize the impact of nonprofit organizations on employment
   1.7 summarize the impact of volunteers on the function of nonprofit organizations
   1.8 explain the benefits that nonprofit organizations provide to:
      1.8.1 Albertans
      1.8.2 a specific rural or urban community
   1.9 analyze the basic structure and function of a community nonprofit organization, including the organization's:
      1.9.1 primary activity
      1.9.2 established role for volunteers
      1.9.3 sources of funding
      1.9.4 governance structure
      1.9.5 influence on the community
      1.9.6 challenges and opportunities
2. **perform as a volunteer with a specific nonprofit organization**
   2.1 choose a suitable community placement with a nonprofit organization that will enhance personal interests and abilities
   2.2 write a job description, outlining the duties and expectations, that meets with the approval of the supervising teacher and client

2.3 perform at least 15 hours of volunteerism with a teacher-approved community nonprofit organization

3. evaluate personal performance as a volunteer activity with a community nonprofit organization
   3.1 describe experiences and personal reflections related to the volunteering activities
   3.2 interview the client to:
      3.2.1 evaluate personal performance as a volunteer
      3.2.2 identify areas for growth and development as a volunteer
   3.3 summarize goals for future volunteering experiences based on personal reflections and interviews with the client

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. identify possible life roles related to the skills and content of this cluster
   5.1 recognize and then analyze the opportunities and barriers in the immediate environment
   5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE CCS2910: CCS PROJECT B

Level: Intermediate

Prerequisite: None

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

Parameters: Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

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 connection between this project course and two or more CTS courses**
    1.1   identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
    1.2   explain how these outcomes are being connected to the project and/or performance deliverables
2. **propose the project and/or performance**
    2.1   identify the project and/or performance by:
          2.1.1   preparing a plan
          2.1.2   clarifying the purposes
          2.1.3   defining the deliverables
          2.1.4   specifying time lines
          2.1.5   explaining terminology, tools and processes
          2.1.6   defining 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 the 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 the project and/or performance and make necessary adjustments
    3.3   present the project and/or performance, indicating the:
          3.3.1   outcomes attained
          3.3.2   relationship of outcomes to goals originally set

3.4 evaluate the project and/or performance, indicating the:
    3.4.1 processes and strategies used
    3.4.2 recommendations on 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. identify possible life roles related to the skills and content of this cluster
5.1 recognize and then analyze the opportunities and barriers in the immediate environment
5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE CCS2920: CCS PROJECT C

Level: Intermediate

Prerequisite: None

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

Parameters: Intermediate project courses must connect with a minimum of two CTS courses, one of which must be at the intermediate level and be in the same occupational area as the project course. The other CTS course(s) can be at any level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

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 connection between this project course and two or more CTS courses**
   1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
   1.2 explain how these outcomes are being connected to the project and/or performance deliverables
2. **propose the project and/or performance**
   2.1 identify the project and/or performance by:
      2.1.1 preparing a plan
      2.1.2 clarifying the purposes
      2.1.3 defining the deliverables
      2.1.4 specifying time lines
      2.1.5 explaining terminology, tools and processes
      2.1.6 defining 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 the 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 the project and/or performance and make necessary adjustments
   3.3 present the project and/or performance, indicating the:
      3.3.1 outcomes attained
      3.3.2 relationship of outcomes to goals originally set

3.4 evaluate the project and/or performance, indicating the:
    3.4.1 processes and strategies used
    3.4.2 recommendations on 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. identify possible life roles related to the skills and content of this cluster
5.1 recognize and then analyze the opportunities and barriers in the immediate environment
5.2 identify potential resources to minimize barriers and maximize opportunities

COURSE CCS2950: CCS INTERMEDIATE PRACTICUM

Level:　　　　　Intermediate

Prerequisite:　　None

Description:　　Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

Parameters:　　This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any advanced (3XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

Outcomes:　　　The student will:

1. **perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
   1.1　identify regulations and regulatory bodies related to the credential(s) or articulation
   1.2　describe personal roles and responsibilities, including:
   　　1.2.1　key responsibilities
   　　1.2.2　support functions/responsibilities/expectations
   　　1.2.3　code of ethics and/or conduct
   1.3　describe personal work responsibilities and categorize them as:
   　　1.3.1　routine tasks; e.g., daily, weekly, monthly, yearly
   　　1.3.2　non-routine tasks; e.g., emergencies
   　　1.3.3　tasks requiring personal judgement
   　　1.3.4　tasks requiring approval of a supervisor
   1.4　demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
2. **analyze personal performance in relation to established standards**
   2.1　evaluate application of the attitudes, skills and knowledge developed in related CTS courses
   2.2　evaluate standards of performance in terms of:
   　　2.2.1　quality of work
   　　2.2.2　quantity of work
   2.3　evaluate adherence to workplace legislation related to health and safety
   2.4　evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
   　　2.4.1　training and certification
   　　2.4.2　interpersonal skills
   　　2.4.3　technical skills
   　　2.4.4　ethics

3. demonstrate basic competencies
    3.1 demonstrate fundamental skills to:
        3.1.1 communicate
        3.1.2 manage information
        3.1.3 use numbers
        3.1.4 think and solve problems
    3.2 demonstrate personal management skills to:
        3.2.1 demonstrate positive attitudes and behaviours
        3.2.2 be responsible
        3.2.3 be adaptable
        3.2.4 learn continuously
        3.2.5 work safely
    3.3 demonstrate teamwork skills to:
        3.3.1 work with others
        3.3.2 participate in projects and tasks

4. identify possible life roles related to the skills and content of this cluster
    4.1 recognize and then analyze the opportunities and barriers in the immediate environment
    4.2 identify potential resources to minimize barriers and maximize opportunities

COURSE CCS3010: HEALTH CARE 2

Level: Advanced

Prerequisite: CCS2010: Health Care 1

Description: Students perform work assignments related to the role of a health care aide, including taking vital signs, making beds, providing skin care, repositioning clients and feeding clients using a variety of diets.

Parameters: Access to a facility with hospital beds and equipment.

Supporting Courses: CCS1020: Back Care Basics
HCS1100: Infection & Immunity 1

Outcomes: The student will:

1. **perform work assignments of a health care aide**
   1.1 describe the different sections in a care plan
   1.2 describe methods to organize work assignments
   1.3 implement the 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. **collect and record vital signs using appropriate methods and equipment**
   2.1 describe appropriate measuring instruments and processes to measure:
       2.1.1 weight and height
       2.1.2 temperature
       2.1.3 respiration
       2.1.4 blood pressure
   2.2 perform basic assessment skills, including measuring:
       2.2.1 accurate weight and height
       2.2.2 accurate temperature
       2.2.3 respiration
       2.2.4 blood pressure
   2.3 demonstrate proper recording processes for:
       2.3.1 weight and height
       2.3.2 temperature
       2.3.3 respiration
       2.3.4 blood pressure
3. **demonstrate appropriate repositioning and bedmaking techniques**
   3.1 demonstrate the principles of proper body mechanics when making beds and repositioning dependant individuals
   3.2 describe safety precautions and policies to follow when making beds and repositioning dependant individuals
   3.3 make a closed and open bed using approved procedures

3.4 demonstrate proper techniques for repositioning a dependant individual in the following ways:
    3.4.1 by yourself
    3.4.2 with another professional or volunteer
    3.4.3 using a draw sheet
3.5 describe how to make occupied beds using approved procedures and accessory devices used on beds

4. explain strategies to prevent skin breakdown for individuals with restricted mobility
4.1 explain the effects of pressure, shearing and inadequate moisture on the integrity of the skin
4.2 describe strategies to reduce the effects of pressure
4.3 describe strategies to prevent shearing
4.4 describe strategies to retain skin moisture levels and manage care for ulcers

5. demonstrate proper mealtime assisting techniques
5.1 identify client diet and special needs by reviewing the care plan
5.2 describe how to safely handle and store food by:
    5.2.1 identifying causes and symptoms of food poisoning
    5.2.2 listing common illnesses caused by eating contaminated food
5.3 describe safety precautions and policies to follow when assisting clients with meals
5.4 describe various feeding techniques and types of assistance, including:
    5.4.1 strategies to encourage balanced meal choices and portions
    5.4.2 cutting and arranging food on the plate when necessary to facilitate eating
    5.4.3 providing adaptive equipment; e.g., special spoons, utensils, cups, other aids
5.5 describe special diets for clients, including:
    5.5.1 thickened diet
    5.5.2 minced and diced diets
    5.5.3 clear fluid diet
    5.5.4 full fluid diet
    5.5.5 soft diet
    5.5.6 light diet
    5.5.7 low-sodium or low-salt diets
    5.5.8 low-fat diets
    5.5.9 diabetic diet
    5.5.10 bland diet
    5.5.11 fibre-controlled diet
    5.5.12 allergy diet
    5.5.13 vegetarian diet
    5.5.14 meal replacement diet
5.6 justify strategies for facilitating a positive mealtime experience, including the following:
    5.6.1 creating a pleasant environment, including the opportunity to socialize if possible
    5.6.2 modelling or assisting with proper hand washing and hygiene before and after meals
    5.6.3 serving food at a proper temperature for safety and enjoyment
    5.6.4 supporting independence and choice within safety guidelines
    5.6.5 allowing enough time for individuals with impairment to enjoy their meal
    5.6.6 alternating fluids with solids in response to an individual's preference and to ease his or her ability to swallow
    5.6.7 maintaining eye contact
    5.6.8 positioning the individual for safety and enjoyment
    5.6.9 assisting with locating food on the plate when there is a visual impairment
5.7 describe when the abdominal thrust manoeuvre should be used
5.8 describe strategies to observe the client during mealtimes to record and/or assist with amounts eaten, changes in appetite, fluid intake and swallowing difficulties

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 CCS3020: HEALTH CARE 3

Level: Advanced

Prerequisite: CCS3010: 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 transfer equipment, transfer belts, restraining devices and ambulatory aids.

Supporting Course: CCS1020: Back Care Basics

Outcomes: The student will:

1. **explain 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 occupational health and safety guidelines in Alberta impact health care facilities
   1.5 describe the Workplace Hazardous Materials Information System (WHMIS) and Material Safety Data Sheets (MSDS) guidelines for working with hazardous materials
2. **demonstrate strategies for providing personal care and safe transport for individuals with special needs or conditions**
   2.1 demonstrate how infection control practices are used when providing care
   2.2 describe isolation procedures and precautions
   2.3 describe policies to follow for safe transport of a client
   2.4 describe organizational systems or community programs that provide client transport and how they can be assessed
3. **demonstrate proper body mechanics used for safe lifting and transfer techniques**
   3.1 demonstrate the principles of proper body mechanics, including back saving rules for lifting and transferring
   3.2 describe situations where risk of personal injury may occur
   3.3 describe the proper and safe use of assistive devices
   3.4 demonstrate the standard positions used when lifting and transferring clients, including:
       3.4.1 use of transfer belts
       3.4.2 steps in an assisted standing transfer
   3.5 demonstrate the safety precautions to follow when lifting and transferring clients, including:
       3.5.1 use of transfer belt
       3.5.2 steps in an assisted standing transfer
   3.6 demonstrate an assisted standing transfer to another caregiver
   3.7 demonstrate a two-person front-to-back lift
   3.8 describe when to use a mechanical lift
   3.9 describe how to ensure client comfort during and after lifting and transferring
   3.10 demonstrate how to report problems encountered when lifting and transferring clients

4. **demonstrate safety of lifts, transfers and mobility aids**
   4.1 describe the equipment commonly used by the health care aide
   4.2 use and maintain the equipment according to manufacturers' specifications
   4.3 describe common fire and electrical guidelines and hazards involving equipment
   4.4 describe appropriate emergency procedures to follow related to fire, electrical and other hazards involving lifts and mobility aids
5. **demonstrate how to assist with ambulation for individuals with special needs or conditions**
   5.1 describe the proper use of ambulation
   5.2 demonstrate safe use of different types of ambulatory aids that are available
   5.3 describe environmental and architectural risk factors to ambulation
   5.4 assess a client's readiness to ambulate based on case study examples
   5.5 describe different types of mobility devices
   5.6 describe how ambulation and mobility aids should fit individual client conditions and needs
   5.7 demonstrate how to assist clients with the use of wheelchairs and other power mobility devices
   5.8 describe unusual client reactions or observations and how to report them
   5.9 demonstrate how to safely maintain equipment and assistive devices
6. **explain proper techniques and protocols for restricting a client's freedom and movement while in the role of a health care aide**
   6.1 describe the types of restraining devices and reasons for use
   6.2 describe the risks when using restraining devices
   6.3 identify examples of mechanical restraining devices
   6.4 explain alternatives to using restraining devices
   6.5 describe safety measures and documentation requirements for using restraining devices
   6.6 describe the possible emotional impact on the client and family when restraining devices are used
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 CCS3030: AGING

Level: Advanced

Prerequisite: HSS1010: Health Services Foundations

Description: Students examine principles of care related to aging and gain an appreciation for the contributions seniors can make to the health and wellness of other individuals and communities. Students develop the attitude, knowledge and skills related to the care of older adults. The impact of aging on the individual is explored and students gain an appreciation for resources available to help individuals maintain independence and to assist their family, peers and community.

Supporting Courses: CCS2010: Health Care 1
CCS3010: Health Care 2
CCS3020: Health Care 3
HCS2130: Chronic Conditions
HSS1030: Communication Skills for Health Professionals
REC2070: Ever Active Aging Leadership

Outcomes: The student will:

1. evaluate principles related to aging
1.1 define ageism, functional independence and other terms related to geriatrics and gerontology
1.2 outline trends related to aging, considering demographics for Canada, Alberta and relevant local communities, including:
    1.2.1 longevity
    1.2.2 housing options
    1.2.3 female versus 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 12 determinants of health, as noted by Health Canada, including summarizing the significance of each determinant related to aging
1.4 compare aging to other stages of lifespan development
1.5 describe several contributions older adults can offer (when assisting others in achieving the life tasks of different stages of lifespan development), including:
    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   compare historical and current theories of aging

  1.7   evaluate the impact of the presence of elements of nature (horticulture and/or animals) in the environment of senior's facilities to the wellness of residents, such as those described in the 10 principles of the "Eden Alternative (TM)" and "Eden at Home (TM)" programs

  1.8   describe different cultural perspectives, beliefs and practices regarding care of older adults

  1.9   describe the importance of functional independence and public safety; e.g., driving

2.   evaluate factors that contribute to the promotion and maintenance of health and wellness during aging

  2.1   summarize the effects of aging on body systems functions

  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, including describing the relationship of:

      2.5.1   active living to healthy aging

      2.5.2   proper nutrition to healthy aging

  2.6   summarize community resources available for the promotion and maintenance of healthy aging and independence

3.   identify current legislation related to the provision of care and support to seniors, including the *Protection for Persons in Care Act*

4.   explain basic principles of health care related to chronic conditions

  4.1   summarize the signs and symptoms of chronic conditions experienced by older adults, including:

      4.1.1   osteoarthritis

      4.1.2   rheumatoid arthritis

      4.1.3   type 2 diabetes

      4.1.4   osteoporosis

      4.1.5   heart disease and hypertension

      4.1.6   stroke

      4.1.7   chronic obstructive pulmonary disease

  4.2   describe the impact of chronic illness on other body systems

  4.3   describe diagnostic procedures available for these conditions

  4.4   summarize medical and integrative health treatments available for chronic conditions

  4.5   summarize community resources available to support older individuals and their families in managing a chronic illness

  4.6   justify the importance of regular, thorough geriatric assessments involving family members and members of a health care team to manage care of older adults

  4.7   describe common health management concerns related to aging, including but not limited to:

      4.7.1   incontinence or loss of bowel function

      4.7.2   loss of mobility and falls

      4.7.3   cognitive impairment; e.g., delirium, depression, dementia, Alzheimer's disease

  4.8   explain the social, emotional and economic impact of chronic conditions on the individual, family, peers and the community

  4.9   summarize community resources available to support people and their families in managing conditions related to aging

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 CCS3050: SUPPORTING POSITIVE BEHAVIOUR

Level: Advanced

Prerequisite: None

Description: Students learn basic concepts related to human behaviour and analyze behaviour with a behaviour pathways model. Strategies for intentional support for positive behaviours are examined.

Supporting Courses: HSS1030: Communication Skills for Health Professionals
HSS1050: Introduction to Mentorship
HSS2030: Perspectives on Interpersonal Relationships
REC2060: Leadership in Recreation & Sport

Outcomes: The student will:

1. **examine human behaviour**
   1.1 define behaviour
   1.2 differentiate between behaviours that are learned and behaviours that are reflexive
   1.3 describe how learned behaviours begin and are continued
   1.4 describe the communicative purposes of a learned behaviour, including desirable and undesirable behaviour, including:
       1.4.1 getting something (attention or tangibles)
       1.4.2 avoiding something (escape and avoid)
       1.4.3 achieving sensory comfort/regulation
   1.5 examine examples of the communicative purposes of behaviours; e.g., giving compliments, completing homework, cooperating with others, swearing, interrupting, bullying
   1.6 examine and map the components of a behaviour pathway, including:
       1.6.1 setting events
       1.6.2 triggers (slow and fast)
       1.6.3 replacement behaviours
       1.6.4 desired behaviours
       1.6.5 problem behaviours
       1.6.6 consequences
   1.7 describe the potential behavioural impact of personal or situational changes
2. **recommend strategies to support positive behaviours**
   2.1 map pathways of specific behaviours
   2.2 examine strategies to support positive behaviours based on the elements of a behaviour pathway, including:
       2.2.1 redirecting to a different activity
       2.2.2 providing visual information
       2.2.3 taking active breaks
       2.2.4 participating in a relaxation activity
       2.2.5 removing a stressful activity
       2.2.6 providing more attention and assistance
       2.2.7 providing an easy or preferred task
       2.2.8 providing positive feedback for preferred behaviours
       2.2.9 cueing (visual and verbal)
       2.2.10 setting clear expectations

2.3 select strategies to support positive personal behavioural change based on a map of specific personal behaviours

3. demonstrate basic competencies

3.1 demonstrate fundamental skills to:
    3.1.1 communicate
    3.1.2 manage information
    3.1.3 use numbers
    3.1.4 think and solve problems

3.2 demonstrate personal management skills to:
    3.2.1 demonstrate positive attitudes and behaviours
    3.2.2 be responsible
    3.2.3 be adaptable
    3.2.4 learn continuously
    3.2.5 work safely

3.3 demonstrate teamwork skills to:
    3.3.1 work with others
    3.3.2 participate in projects and tasks

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

4.1 identify short-term and long-term goals
4.2 identify steps to achieve goals

COURSE CCS3060: SUPPORTING PERSONS WITH DISABILITIES 1

Level: Advanced

Prerequisite: None

Description: Students examine the roles and responsibilities of an individual providing
services to persons with disabilities, and gain an appreciation of the transforming
perception of societal values and beliefs related to disabilities. Students
demonstrate understanding of commonly recognized disabilities, and examine
strategies and safety considerations for providing services to persons with
disabilities.

Parameters: Access to a mentor who provides services to persons with disabilities is
recommended. It is also recommended that the course be taught in tandem with
one or more Health, Recreation & Human Services (HRH) courses.

Supporting Courses: CCS1080: Community Volunteerism 1
CCS3020: Health Care 3
CCS3050: Supporting Positive Behaviour
HCS1100: Infection & Immunity 1
HCS2020: First Aid/CPR with AED
HCS2130: Chronic Conditions
HSS1020: Nutrition & Wellness
HSS1100: Nature & Wellness
HSS2030: Perspectives on Interpersonal Relationships
HSS3010: Professional Standards & Ethics
HSS3020: Mental Health & Wellness

Outcomes: The student will:

1. **demonstrate an awareness of the practice of disability support in the community**
   1.1   summarize and outline the origins and characteristics of *person-centred planning* and
   family-centred care
   1.2   explain the origins of the term *handicap* and describe *people first language*
   1.3   summarize a variety of community living supports available for persons with disabilities,
   including support homes, independent living supports, respite supports, employment supports
   and specialized community supports
   1.4   describe various careers that provide direct and indirect opportunities to work with individuals
   with disabilities
   1.5   summarize a case study where an assistive technology, adapted sport and/or a progressive
   community helped an individual with a disability to excel
   1.6   examine personal values, attitudes and beliefs about persons in supported populations, including:
      1.6.1   the term *disability* to categorize individuals needing support
      1.6.2   the origins and meanings of labels
      1.6.3   personal experiences and relationships that influence various perspectives on serving
      persons with disabilities
      1.6.4   unique challenges of individuals with invisible disabilities

1.7 explain strategies to enhance the inclusion of individuals with physical, mental or emotional challenges, including educating communities and building social awareness and social consciousness

2. **demonstrate understanding of commonly recognized disabilities and the reasons for classifying conditions**
   2.1 define and describe characteristics of several common disabilities, including:
      2.1.1 physical disabilities
      2.1.2 sensory disabilities
      2.1.3 intellectual disabilities
      2.1.4 developmental disabilities; e.g., Autism, Asperger Syndrome, Fetal Alcohol Spectrum Disorder

3. **describe the roles and responsibilities of individuals working with persons with disabilities**
   3.1 explain safety considerations when working with persons with disabilities, including:
      3.1.1 describing personal safety precautions to maintain client safety
      3.1.2 describing personal safety precautions to maintain personal safety
      3.1.3 describing roles and responsibilities of individuals serving persons with disabilities with respect to safety processes and procedures, ergonomics, adaptive equipment and hygiene practices
      3.1.4 demonstrating an understanding of crisis response plans, and describing roles and responsibilities related to a plan
   3.2 describe strategies for developing a supportive and respectful relationship with an individual receiving support in the community
   3.3 describe examples of written communication and the importance of written communication specific to various workers/professionals providing services

4. **describe strategies to support persons with disabilities in acquiring a skill to enhance their personal wellness**
   4.1 examine considerations to enhance skill acquisition, including:
      4.1.1 motivational factors that affect acquisition of a skill
      4.1.2 factors that affect acquisition of a skill; e.g., identifying reasonable goals
      4.1.3 formal and informal approaches to acquiring a skill, including "modelling" and "teachable moments"
      4.1.4 the importance of defining goals and next steps
   4.2 identify skills that enhance the well-being of a person with a disability, and describe a series of strategies to assist skill acquisition, including:
      4.2.1 enhancing health and wellness; e.g., following a nutrition and/or exercise routine, such as identifying healthy menu selection, examining healthy food choices, preparing a nutritional meal or snack, establishing sound balance and/or walking techniques, learning a new sport
      4.2.2 enhancing personal safety; e.g., promoting use of adaptive equipment, such as clothing, footwear, eating and cooking utensils, canes, walkers, crutches, wheelchairs, dentures, hearing instruments and eyeglasses
      4.2.3 developing independence; e.g., shopping for groceries, using local transit
      4.2.4 developing personal and social skills; e.g., practising a technique in social etiquette, supporting a positive meal experience, supporting a clean-up activity, participating in an adaptive sport
      4.2.5 developing healthy relationships; e.g., practising an effective communication skill, learning a new social game or sport

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 CCS3070: SUPPORTING PERSONS WITH DISABILITIES 2

Level: Advanced

Prerequisite: CCS3060: Supporting Persons with Disabilities 1

Description: Students gain an appreciation of the uniqueness and capacities of persons with disabilities, and develop strategies for providing services to persons with disabilities.

Parameters: Access to a mentor who provides services to persons with disabilities is recommended. It is also recommended that the course be taught in tandem with one or more Health, Recreation & Human Services (HRH) courses.

Supporting Courses:
CCS2080: Community Volunteerism 2
CCS3050: Supporting Positive Behaviour
CCS3080: Community Enhancement
HCS3150: Advances in Medical Technology
HSS1050: Introduction to Mentorship
HSS1080: Leadership Fundamentals 1
HSS2050: Becoming a Mentor
HSS2080: Leadership Fundamentals 2
LGS1030: Relationship Law
REC2060: Leadership in Recreation & Sport
REC3010: Human Movement

Outcomes: The student will:

1. **examine the evolving field of disability studies**
   1.1 identify evolution of values, attitudes and beliefs, including cultural perspectives about persons with disabilities and their role in the community, and examine experiences and relationships that have influenced these core values
   1.2 describe *universal access design and accessibility* and give examples of how universal access design and accessibility improve the lives of persons with disabilities
   1.3 identify the role of assistive technologies in the past, present and future
2. **examine the practice of inclusion in the community**
   2.1 define the term inclusion and give examples of how inclusion has altered the landscape of the workplace, the classroom, the arts, the media, recreation and sport, and similar communities, by:
      2.1.1 describing a community or program that embraces inclusion
      2.1.2 identifying places in the community where persons with disabilities are welcomed and can become involved in activities
      2.1.3 identifying places in the community where persons with disabilities should be welcomed and should be involved in activities
   2.2 describe how stereotypes, cultural misunderstandings and labelling interfere with advances in inclusion
   2.3 examine various organizations that continue to seek greater inclusiveness, and examine the challenges they face
   2.4 describe experiences and relationships that influence various perspectives on inclusion
   2.5 summarize examples of how dignity and respect are promoted by an inclusive value system

3. **explore programs that promote inclusivity**
   3.1   identify the importance of individuals and organizations working together to promote active participation of persons with disabilities, by:
         3.1.1   identifying professionals, volunteers, coaches and community care workers who promote the health and wellness of persons with disabilities
         3.1.2   identifying alliances, associations, centres, councils, forums, foundations, help lines, institutes, organizations, placement services, research centres, resource units and societies that promote the health and wellness of persons with disabilities
         3.1.3   identifying recreational and sport programs that promote the health and wellness of persons with disabilities
   3.2   compare and contrast a number of scenarios, or case studies of persons with disabilities receiving support via networks, and evaluate the factors that contribute to successful outcomes
4. **develop strategies for providing supports to persons with disabilities**
   4.1   describe the personal satisfaction of working with persons with disabilities
   4.2   identify the need for persons with disabilities to engage in activities that promote personal growth and self-determination
   4.3   identify the need for persons with disabilities to engage in meaningful activities
   4.4   explain the terms *functional skills* and *age-appropriate activities*
   4.5   design an activity to assist persons with disabilities; e.g., physical, recreational or sport activity, sleep-enhancing ritual, bedtime routine, stress management technique, dental hygiene practice
   4.6   evaluate the activity and describe how the activity could be altered, enriched or changed in order to meet the needs of a unique person with a disability
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 CCS3080: COMMUNITY ENHANCEMENT

Level: Advanced

Prerequisites: CCS2080: Community Volunteerism 2
                        HSS2080: Leadership Fundamentals 2

Description: Students examine change in the context of community building and apply
                        inclusive leadership skills while participating in a specific community
                        enhancement project.

Supporting Courses: HSS3080: Leadership Fundamentals 3
                         HSS3090: Governance & Leadership

Outcomes: The student will:

1. **explain the role of a community building organization and the characteristics of leaders involved in community building**
    1.1 define terms related to community building, including:
        1.1.1 community
        1.1.2 inclusive language
        1.1.3 humanitarian
        1.1.4 social justice
        1.1.5 transformational change
        1.1.6 capacity building
        1.1.7 sustainability
        1.1.8 stakeholders
        1.1.9 change
        1.1.10 change agent
    1.2 identify community building organizations, including:
        1.2.1 international
        1.2.2 national
        1.2.3 provincial
        1.2.4 local, community
    1.3 identify examples of leaders involved in community building in international, national, provincial and/or local community organizations
    1.4 describe several community building projects that impact a specific community
    1.5 explain the benefits of a community building project to all participants and community members
    1.6 explain the challenges and obstacles often encountered during community building, including:
        1.6.1 organizational structures
        1.6.2 financial limitations
        1.6.3 motivation of stakeholders
        1.6.4 resistance to change in a community
    1.7 summarize the stages in the change process, including:
        1.7.1 creating urgency
        1.7.2 forming a coalition
        1.7.3 creating a vision
        1.7.4 communicating the vision
        1.7.5 recognizing, removing and/or navigating around obstacles

       1.7.6   celebrating short-term wins
       1.7.7   building on change
       1.7.8   anchoring the change
  1.8 describe characteristics of inclusive leadership based on examples, including:
       1.8.1   clear values such as respect
       1.8.2   democratic leadership style
       1.8.3   distributed leadership style
       1.8.4   strong intrapersonal and interpersonal skills
       1.8.5   emotional intelligence
       1.8.6   relationship building
       1.8.7   strong belief and trust in the abilities of others
  1.9 explain various strategies to create collaboration and consensus in a community

2. demonstrate strategies for effective community building as part of a leadership team
  2.1 explain the benefits of a specific community building opportunity
  2.2 perform at least 15 hours of volunteerism with a teacher-approved community enhancement project
  2.3 demonstrate inclusive language during the process of community building
  2.4 demonstrate effective leadership and decision-making strategies to promote community building
  2.5 evaluate the community building initiative

3. demonstrate basic competencies
  3.1 demonstrate fundamental skills to:
       3.1.1   communicate
       3.1.2   manage information
       3.1.3   use numbers
       3.1.4   think and solve problems
  3.2 demonstrate personal management skills to:
       3.2.1   demonstrate positive attitudes and behaviours
       3.2.2   be responsible
       3.2.3   be adaptable
       3.2.4   learn continuously
       3.2.5   work safely
  3.3 demonstrate teamwork skills to:
       3.3.1   work with others
       3.3.2   participate in projects and tasks

4. create a transitional strategy to accommodate personal changes and build personal values
  4.1 identify short-term and long-term goals
  4.2 identify steps to achieve goals

COURSE CCS3110: EARLY LEARNING & CHILD CARE 1

Level: Advanced

Prerequisite: None

Description: Students investigate the roles and responsibilities of a child care worker, and develop communication, observation and skills for guiding behaviour.

Parameters: Access to children *between the ages of 0–5* 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 program; 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:** This is the first of five courses leading to the provincial certification required to work in licensed child care programs. 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 Courses: HCS3040: Child Care First Aid
HSS2020: Nurturing Children

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 experiences in relation to the role of a child care professional
   1.2 differentiate between support functions and primary care responsibilities
   1.3 describe the responsibilities of providing a safe environment for children
   1.4 identify qualities of a professional child care worker
   1.5 explain 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 demonstrate 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 their behaviour
   3.2 identify ways caregivers can observe in a child care setting

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1. The program of studies, DVD and instructor's manual for *Orientation Course for Childcare Staff* is copyrighted and available through Alberta Children and Youth Services (Child Development Branch).

3.3 record the effects of culture, experiences, traditions, personal history and biases on observing children's behaviour

4. demonstrate developmentally appropriate practices when guiding children's behaviour
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

COURSE CCS3120: EARLY LEARNING & CHILD CARE 2

Level: Advanced

Prerequisite: CCS3110: Early Learning & Child Care 1

Description: 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* 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 program; 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:**   This is the second of five courses leading to the provincial certification required to work in licensed child care programs. 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 Courses: HCS2020: First AID/CPR with AED
                            HSS2020: Nurturing Children

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 of age
    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, including connecting 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 and coincide with age-appropriate activities

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2.4 design play activities to stimulate various stages of intellectual development using found materials, including connecting the activity, where it makes sense, to other developmental domains

2.5 evaluate activities that support children's intellectual development and 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 demonstrate appropriate ways to promote language in young children
3.4 design play activities to stimulate various stages of language development using found materials, including connecting 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

COURSE CCS3130: EARLY LEARNING & CHILD CARE 3

Level: Advanced

Prerequisite: CCS3120: Early Learning & Child Care 2

Description: Students will develop skills to assist in promoting the social-emotional and creative development with children from birth to age 6. Students also will examine the development of learning through play.

Parameters: Access to children *between the ages of 0–5* 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 program; 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:** This is the third of five courses leading to the provincial certification required to work in licensed child care programs. 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 Courses: HCS2020: First AID/CPR with AED
HSS2020: Nurturing Children

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 explain strategies for meeting childrens' needs 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, including connecting 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, including connecting the activity, where it makes sense, to other developmental domains
   2.5 evaluate age-appropriate experiences that promote creative development
   2.6 communicate about personal feelings experienced during the process of creating

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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. **evaluate the developmental importance of play and of caregivers' involvement 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
   4.3 evaluate personal childhood play experiences
   4.4 compare personal childhood play experiences to play experiences observed with present-day children
   4.5 justify the value of play for children's physical, intellectual, creative and social-emotional development
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 CCS3140: EARLY LEARNING & CHILD CARE 4

Level: Advanced

Prerequisite: CCS3130: Early Learning & Child Care 3

Description: Students will examine family dynamics and issues, as well as the cultural diversity of the children and families under their care. Students also will develop skills to support and promote the cultural identity of children.

Parameters: Access to children *between the ages of 0–5* 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 program; 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:**   This is the fourth of five courses leading to the provincial certification required to work in licensed child care programs. 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: HCS2020: First AID/CPR with AED
                        HSS2020: Nurturing Children

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 describe various cultural skills that are effective for child care
    2.4 demonstrate inclusion of families' cultural diversity within a child care facility
3. **demonstrate 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

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3.2 describe common misconceptions about Aboriginal peoples, including:
    3.2.1 First Nations (status/non-status)
    3.2.2 Métis
    3.2.3 Inuit
3.3 demonstrate an understanding of a holistic view of Aboriginal peoples
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

COURSE CCS3150: EARLY LEARNING & CHILD CARE 5

Level: Advanced

Prerequisite: CCS3140: Early Learning & Child Care 4

Description: Students will learn appropriate practices related to routines in a child care program. Students also will plan for the health, safety and well-being of children in child care programs.

Parameters: Access to children *between the ages of 0–5* 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 program; 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: This is the fifth of five courses leading to the provincial certification required to work in licensed child care programs. 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: HCS2020: First AID/CPR with AED
         HSS2020: Nurturing Children

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; e.g., arrival/departure times, mealtimes, transitions to naptimes, toileting
2. **describe roles and responsibilities of caregivers and child care programs to promote health, safety and well-being of children**
    2.1 summarize 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 his or her 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

COURSE CCS3910: CCS PROJECT D

Level: Advanced

Prerequisite: None

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

Parameters: Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

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 connection between this project course and two or more CTS courses**
    1.1   identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
    1.2   explain how these outcomes are being connected to the project and/or performance deliverables
2. **propose the project and/or performance**
    2.1   identify the project and/or performance by:
        2.1.1   preparing a plan
        2.1.2   clarifying the purposes
        2.1.3   defining the deliverables
        2.1.4   specifying time lines
        2.1.5   explaining terminology, tools and processes
        2.1.6   defining 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 the 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 the project and/or performance and make necessary adjustments
    3.3   present the project and/or performance, indicating the:
        3.3.1   outcomes attained
        3.3.2   relationship of outcomes to goals originally set

3.4   evaluate the project and/or performance, indicating the:
      3.4.1   processes and strategies used
      3.4.2   recommendations on 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

COURSE CCS3920: CCS PROJECT E

Level: Advanced

Prerequisite: None

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

Parameters: Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

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 connection between this project course and two or more CTS courses
   1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
   1.2 explain how these outcomes are being connected to the project and/or performance deliverables
2. propose the project and/or performance
   2.1 identify the project and/or performance by:
      2.1.1 preparing a plan
      2.1.2 clarifying the purposes
      2.1.3 defining the deliverables
      2.1.4 specifying time lines
      2.1.5 explaining terminology, tools and processes
      2.1.6 defining 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 the 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 the project and/or performance and make necessary adjustments
   3.3 present the project and/or performance, indicating the:
      3.3.1 outcomes attained
      3.3.2 relationship of outcomes to goals originally set

3.4 evaluate the project and/or performance, indicating the:
    3.4.1 processes and strategies used
    3.4.2 recommendations on 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

COURSE CCS3950: CCS ADVANCED PRACTICUM

Level: Advanced

Prerequisite: None

Description: Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

Parameters: This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any introductory (1XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

Outcomes: The student will:

1. **perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
   1.1 identify regulations and regulatory bodies related to the credential(s) or articulation
   1.2 describe personal roles and responsibilities, including:
       1.2.1 key responsibilities
       1.2.2 support functions/responsibilities/expectations
       1.2.3 code of ethics and/or conduct
   1.3 describe personal work responsibilities and categorize them as:
       1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
       1.3.2 non-routine tasks; e.g., emergencies
       1.3.3 tasks requiring personal judgement
       1.3.4 tasks requiring approval of a supervisor
   1.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
2. **analyze personal performance in relation to established standards**
   2.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
   2.2 evaluate standards of performance in terms of:
       2.2.1 quality of work
       2.2.2 quantity of work
   2.3 evaluate adherence to workplace legislation related to health and safety
   2.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
       2.4.1 training and certification
       2.4.2 interpersonal skills
       2.4.3 technical skills
       2.4.4 ethics

3. demonstrate basic competencies
    3.1 demonstrate fundamental skills to:
        3.1.1 communicate
        3.1.2 manage information
        3.1.3 use numbers
        3.1.4 think and solve problems
    3.2 demonstrate personal management skills to:
        3.2.1 demonstrate positive attitudes and behaviours
        3.2.2 be responsible
        3.2.3 be adaptable
        3.2.4 learn continuously
        3.2.5 work safely
    3.3 demonstrate teamwork skills to:
        3.3.1 work with others
        3.3.2 participate in projects and tasks

4. create a transitional strategy to accommodate personal changes and build personal values
    4.1 identify short-term and long-term goals
    4.2 identify steps to achieve goals