

## COURSE HSS1010: HEALTH SERVICES FOUNDATIONS

**Level:** Introductory

**Prerequisite:** None

**Description:** Students examine fundamental attitudes, knowledge and skills to prepare for further study in career pathways in health, recreation and community services. Concepts related to the determinants of health, the dimensions of wellness, basic principles of anatomy, physiology and disease, and basic safety and reporting protocols for providing care to individuals in health, recreation, volunteer and community support settings are reviewed.

**Outcomes:** The student will:

- 1. evaluate the determinants of good health in Canadian society**
  - 1.1 compare recognized international and national definitions of *health and wellness*
  - 1.2 describe the twelve key determinants of health as defined by Health Canada, providing specific examples
  - 1.3 describe how the determinants of health are used for evidence-based decision making related to health care policies
  - 1.4 summarize the shared roles and responsibilities of individuals and governmental and community agencies involved in health care, including:
    - 1.4.1 federal agencies
    - 1.4.2 provincial agencies
    - 1.4.3 community agencies
    - 1.4.4 nonprofit agencies
    - 1.4.5 health care professionals
    - 1.4.6 individual consumers
- 2. evaluate the dimensions of wellness and factors affecting personal wellness**
  - 2.1 define terms related to wellness, including:
    - 2.1.1 physical, emotional, spiritual, intellectual and social wellness
    - 2.1.2 active living, physical activity and physical fitness
    - 2.1.3 healthy eating
    - 2.1.4 psycho-social wellness
    - 2.1.5 quality of life, including personal lifestyle choices
  - 2.2 explain strategies to optimize personal health and wellness, including:
    - 2.2.1 reliable information on personal health and wellness
    - 2.2.2 nutritional awareness, including balanced meals following *Canada's Food Guide* and *Alberta Nutrition Guidelines for Children and Youth*
    - 2.2.3 vitamins and nutritional supplements
    - 2.2.4 personal care, including cleanliness, effective dental care, and dental and medical checkups
    - 2.2.5 healthy sleep patterns
    - 2.2.6 support systems focused on personal health and wellness
    - 2.2.7 personal decision making promoting health and wellness
    - 2.2.8 a personal plan to maintain and improve health and wellness, including following treatment plans for health concerns, daily physical activity and exercise

3. **perform effective and appropriate hand-washing techniques**
  - 3.1 explain the benefits of hand washing
  - 3.2 identify illnesses caused by inadequate hand hygiene
  - 3.3 describe the steps in proper hand washing
  - 3.4 describe the proper use of hand sanitizers
  - 3.5 justify critical times for hand washing
  - 3.6 demonstrate effective hand-washing techniques
4. **apply basic principles of movement that contribute to health and wellness**
  - 4.1 locate the skeletal muscle groups of the body, using common language, including:
    - 4.1.1 muscles of the upper extremities
    - 4.1.2 muscles of the trunk
    - 4.1.3 muscles of the lower extremities
  - 4.2 explain basic principles of movement by:
    - 4.2.1 describing how muscles work in pairs to produce movement
    - 4.2.2 defining range of motion, including active and passive range of motion
  - 4.3 demonstrate types of movement and joint action, including:
    - 4.3.1 angular (flexion, extension, abduction and adduction)
    - 4.3.2 circular (circumduction and rotation)
    - 4.3.3 special to the forearm (supination and pronation)
    - 4.3.4 special to the ankle (inversion, eversion, dorsiflexion and plantar flexion)
    - 4.3.5 special to the shoulder (elevation, depression, protraction and retraction)
  - 4.4 justify the effects of an active lifestyle on health and wellness
  - 4.5 identify personal opportunities for active living and recreation to enhance wellness
5. **explain basic principles of anatomy, physiology and disease related to systems of the human body**
  - 5.1 identify common prefixes and suffixes related to anatomy, physiology, pathology and the terminology describing body systems
  - 5.2 define the terms *anatomy*, *physiology*, *pathology* and *homeostasis*, including anatomical directional terms and planes of division
  - 5.3 identify all of the systems of the human body using medical terminology
  - 5.4 outline the organization of the body from chemicals to the whole body, including identification of the role of cells, tissues, organs and body cavities
  - 5.5 explain the interrelationship between various body systems, including negative and positive feedback in maintaining homeostasis
  - 5.6 define terms and concepts related to disease and treatment of disease, including:
    - 5.6.1 signs of disease
    - 5.6.2 symptoms of disease
    - 5.6.3 syndromes
    - 5.6.4 prognosis
    - 5.6.5 therapy
    - 5.6.6 complementary and alternative medicine
    - 5.6.7 integrative health
    - 5.6.8 preventative medicine
    - 5.6.9 public health
  - 5.7 compare the methods of transmission for Hepatitis A, Hepatitis B, Hepatitis C and HIV
  - 5.8 describe basic safety precautions for the prevention of communicable diseases; e.g., related to health care and community support workers, sports, travel

- 6. describe basic legal obligations of people providing services in health care, community support, volunteer and recreation settings through examples**
  - 6.1 justify the importance of maintaining patient and client confidentiality
  - 6.2 identify situations in which sharing client information is necessary
  - 6.3 recommend appropriate measures to prevent accusations of impropriety, especially when working with and caring for children and members of the opposite gender
  - 6.4 summarize signs and symptoms of abuse
  - 6.5 identify appropriate methods of reporting incidents of witnessed abuse and/or suspected abuse, including the duty to report as stated in current legislation; e.g., the *Child Welfare Act*
  - 6.6 justify limitations of personal skill in dealing with issues related to abuse or violence
- 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. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 8.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 8.2 create a connection between a personal inventory and occupational choices



## COURSE HSS1020: NUTRITION & WELLNESS

**Level:** Introductory

**Prerequisite:** None

**Description:** Students learn the importance of nutrition and hydration for the promotion and maintenance of physical, emotional and social health and wellness throughout life. Students evaluate food and supplement choices, the effects of activity on nutritional requirements and the use of labels to improve daily nutritional intake at all ages.

**Supporting Courses:** HCS1060: Digestive System  
HSS1010: Health Services Foundations

**Outcomes:** The student will:

- 1. analyze food choices and their effects on health and wellness**
  - 1.1 describe basic body composition, including differentiating between overweight and overfat
  - 1.2 differentiate between macronutrients and micronutrients and their roles in promoting and maintaining health and wellness
  - 1.3 recommend healthy food choices for various ages and levels of activity based on information from the *Canada's Food Guide* and the *Alberta Nutrition Guidelines for Children and Youth*
  - 1.4 summarize cultural, psychological, physical and social factors that influence food choices, including the importance of attractive food presentation
  - 1.5 differentiate between the sensation of hunger and appetite
- 2. explain the effects of hydration on health and wellness**
  - 2.1 describe the role of water in the body
  - 2.2 describe the function of the thirst mechanism at various ages
  - 2.3 recognize signs and symptoms of dehydration
  - 2.4 describe the impact of dehydration on physical activity
  - 2.5 summarize steps for preventing dehydration during rest and physical activity
- 3. evaluate strategies for achieving optimal nutrition at various stages of life**
  - 3.1 explain metabolism and metabolic rate and their relationships to the utilization of nutrients during periods of rest and exercise
  - 3.2 differentiate between the energy requirements for different stages of life
  - 3.3 describe the energy systems required for different levels of activity
  - 3.4 describe the basic nutritional requirements for various stages of physical activity
  - 3.5 describe the importance of balanced nutrition to the promotion and maintenance of health and wellness, including:
    - 3.5.1 high fibre content
    - 3.5.2 fat content
    - 3.5.3 cholesterol content
  - 3.6 evaluate snacks and meal plans based on the goal of achieving optimal nutrition within various contexts
  - 3.7 identify the safe and effective uses of common supplements for micro and macronutrients
  - 3.8 summarize resources available for optimizing nutritional choices
- 4. evaluate nutritional information and misinformation**
  - 4.1 evaluate sources of reliable nutritional information about food, considering:
    - 4.1.1 organic versus inorganic food sources
    - 4.1.2 safety and security of food sources

- 4.2 evaluate sources of reliable nutritional information about vitamin and mineral supplements, being sure to:
  - 4.2.1 summarize the key findings in current research
  - 4.2.2 differentiate between water-soluble and fat-soluble vitamins
- 4.3 interpret food labels
- 4.4 evaluate sources of reliable nutritional information about protein supplementation, summarizing the key findings in current research
- 4.5 compare the concepts of maintaining a healthy body weight and dieting to manage weight by:
  - 4.5.1 explaining the energy balance equation
  - 4.5.2 examining common health issues related to weight
- 4.6 identify different cultural perspectives on nutritional intake and healthy body weight, including the effects of media influences
- 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. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 6.2 create a connection between a personal inventory and occupational choices

## **COURSE HSS1030: COMMUNICATION SKILLS FOR HEALTH PROFESSIONALS**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students develop the attitude, skills and knowledge to improve the effectiveness of their personal communication while providing health, recreation, volunteer and/or support services in the community.

**Supporting Course:** HSS1010: Health Services Foundations

**Outcomes:** The student will:

**1. demonstrate basic principles of effective person-to-person communication in health care, volunteer, community support and recreation leadership settings**

- 1.1 describe the components of communication that affect how one understands a message, including:
  - 1.1.1 content of the message, including multiple meanings of words
  - 1.1.2 how the message is communicated, including tone, volume and form
  - 1.1.3 behaviours that accompany words
  - 1.1.4 contextual or environmental factors
- 1.2 describe types of communication using examples, including:
  - 1.2.1 verbal
  - 1.2.2 nonverbal
  - 1.2.3 written
- 1.3 describe the following skills for effective communication, including the purpose of each skill in the context of a helping relationship:
  - 1.3.1 attending nonverbally
  - 1.3.2 observing
  - 1.3.3 active listening
  - 1.3.4 attending verbally
  - 1.3.5 attending environmentally
  - 1.3.6 responding effectively
- 1.4 demonstrate respectful communication representing different helping relationships, considering choice, dignity and privacy
- 1.5 describe the following types of responding skills, including the purpose of each skill in the context of a helping relationship:
  - 1.5.1 responding to content
  - 1.5.2 responding to feeling
  - 1.5.3 responding to meaning
  - 1.5.4 giving effective feedback
- 1.6 compare differences in verbal and nonverbal communication related to age, gender and culture, as well as other factors such as disability and education, describing how differences can impact helping relationships; e.g., eye contact, physical touch, rate, volume and tone of speech, body language, gestures, facial expression
- 1.7 describe communication strategies commonly used by nonverbal individuals in community and health-care settings

- 1.8 describe the importance of personal deportment in the establishment of an effective helping relationship, including:
  - 1.8.1 grooming and hygiene
  - 1.8.2 courtesy, including punctuality
  - 1.8.3 organization for meetings and activities
  - 1.8.4 respectful, appropriate humour
- 1.9 describe the importance of core interpersonal qualities to the effectiveness of communication in a helping relationship, including:
  - 1.9.1 accurate empathy
  - 1.9.2 respect and communication of caring
  - 1.9.3 concreteness
  - 1.9.4 genuineness
  - 1.9.5 humility
  - 1.9.6 immediacy
- 1.10 assess personal level of core interpersonal qualities necessary for effective communication in a helping relationship
- 1.11 assess personal beliefs and attitudes about communication that are related to cultural diversity and to disability
- 2. demonstrate effective attending skills for various community and health care settings**
  - 2.1 demonstrate effective nonverbal communication, including:
    - 2.1.1 SOFTEN (smile, open, lean forward, touch, eye contact, nod)
    - 2.1.2 avoiding distractions (distracting movements, thoughts, distractions in environment)
    - 2.1.3 maintaining an effective distance based on context
    - 2.1.4 facial expressions
    - 2.1.5 tone of voice
    - 2.1.6 discernment about amount of physical contact
  - 2.2 demonstrate effective observing techniques for effective communication, including skills for:
    - 2.2.1 observing energy level
    - 2.2.2 observing mood
    - 2.2.3 observing for congruence
  - 2.3 demonstrate effective skills for building rapport and trust, including the following:
    - 2.3.1 verbal attending, including attending to physical, intellectual and emotional needs
    - 2.3.2 verbal attending opportunities to acknowledge an individual
    - 2.3.3 attending to the other person's environment and physical space
  - 2.4 demonstrate four zones of physical space based on social context (when and who is involved in communication), including:
    - 2.4.1 intimate zone (0 to 2 feet)
    - 2.4.2 personal zone (2 to 4 feet)
    - 2.4.3 social or work zone (4 to 12 feet)
    - 2.4.4 public zone (more than 12 feet)
  - 2.5 demonstrate active listening skills, including the following:
    - 2.5.1 monitor volume, rate and tone of voice, including changes during delivery
    - 2.5.2 remember content of the speaker's message
    - 2.5.3 identify words that are stressed in a message
    - 2.5.4 identify possible personal value judgments to avoid
    - 2.5.5 control internal distractions, including judgments about the message
    - 2.5.6 ignore external distractions
    - 2.5.7 never listen and talk at the same time
  - 2.6 differentiate active listening from listening



- 3. evaluate effective responding skills for various community and health care settings**
  - 3.1 demonstrate effective responding skills as a way to communicate empathy
  - 3.2 describe when to use responding to content, responding to feeling and responding to meaning in a relationship and/or conversation
  - 3.3 categorize several feelings as high, medium and low intensity
  - 3.4 demonstrate types of effective responding skills (to content, feeling and meaning), including:
    - 3.4.1 making minimal verbal response
    - 3.4.2 restating or paraphrasing versus parroting
    - 3.4.3 empathetic reflecting responses
    - 3.4.4 probing or clarifying responses (questioning)
    - 3.4.5 encouraging or reinforcing responses
    - 3.4.6 summarizing response
  - 3.5 explain when to use informing responses and self-disclosure responses, considering:
    - 3.5.1 timing in the conversation
    - 3.5.2 appropriate and inappropriate levels of self-disclosure
  - 3.6 examine the impact of “high risk” responses; e.g., giving orders, giving advice, moralizing, condescending, diverting, sarcasm, criticizing, threatening, analyzing, debating
- 4. demonstrate the principles of effective questioning (clarifying responses) and feedback techniques for various community and health care settings**
  - 4.1 demonstrate examples of effective questioning as part of an interchangeable response
  - 4.2 differentiate among types of questioning, including:
    - 4.2.1 open-ended questions
    - 4.2.2 closed-ended questions
    - 4.2.3 direct questions
    - 4.2.4 hypothetical questions
    - 4.2.5 counterfeit or loaded questions
  - 4.3 justify the use of different types of questions based on context
  - 4.4 demonstrate effective questioning using open-ended questions, explaining the:
    - 4.4.1 purpose of open-ended questions
    - 4.4.2 effective timing of open-ended questions
  - 4.5 demonstrate effective questioning using direct questions, explaining the:
    - 4.5.1 purpose of direct questioning
    - 4.5.2 effective timing of direct questioning
  - 4.6 demonstrate effective questioning using closed-ended and hypothetical questions in order to:
    - 4.6.1 provide opportunity for choice
    - 4.6.2 open doors for negotiation and further conversation
  - 4.7 describe situations in which feedback may be effective or ineffective
  - 4.8 demonstrate giving effective feedback in a conversation, focusing on:
    - 4.8.1 timing
    - 4.8.2 strengths of the other person
    - 4.8.3 revealing inconsistencies in the message after attempting several types of active listening responses
- 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. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 6.2 create a connection between a personal inventory and occupational choices

## **COURSE HSS1040: DEVELOPING MATURITY & INDEPENDENCE**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students examine adolescent development in the context of life-span development. Students gain an appreciation for developing strategies to achieve and maintain health and wellness through physical, emotional, social, intellectual and moral development. Students explore how adolescents can develop positive relationships and roles in the community and outline family and community resources available to support the healthy growth and development of teens as they develop maturity and independence on their journey to adulthood.

**Parameters:** This course requires notification under Section 11.1 of the *Alberta Human Rights Act*. Refer to Alberta Education's *Guide to Education: ECS to Grade 12* for board requirements.

**Supporting Courses:** HSS1010: Health Services Foundations  
HSS1030: Communication Skills for Health Professionals  
HSS1050: Introduction to Mentorship  
HSS3050: Becoming a Mentee

**Outcomes:** The student will:

### **1. explain principles of life-span development**

- 1.1 define terms related to life-span development, personality and relationship development
- 1.2 describe the dimensions of wellness
- 1.3 summarize stages of adult development (such as Levinson's stages of adult development) and the life tasks at each stage, including:
  - 1.3.1 developing intimacy
  - 1.3.2 creating a life structure
  - 1.3.3 establishing roots
  - 1.3.4 reevaluating life
  - 1.3.5 finding stability and peace
  - 1.3.6 coming to terms with age
- 1.4 explain, using personal experiences, three life tasks of adolescence as a period of transition towards adulthood, including:
  - 1.4.1 the task of finding personal identity in adolescence, including developing relationships and life roles
  - 1.4.2 the task of becoming independent in adolescence
  - 1.4.3 the task of planning for employment during adolescence
- 1.5 justify the interrelatedness of physical, intellectual, emotional, social, moral and spiritual development throughout one's life span

### **2. evaluate factors that contribute to the promotion and maintenance of physical, intellectual and emotional health and wellness during adolescent development**

- 2.1 describe the hormonal changes that accompany adolescence, including the differences between male and female development
- 2.2 describe strategies for maintaining a positive body image
- 2.3 describe the nutritional requirements of growth and development
- 2.4 describe the impact of active living and physical activity on physical health and wellness

- 2.5 describe the effects of substance use and abuse on healthy physical, intellectual and emotional development
- 2.6 evaluate personal learning strategies for enhancing intellectual development
- 2.7 describe the impact of rest and a balanced activity schedule on intellectual development
- 2.8 evaluate the impact of technology on the development of intellectual, physical and emotional health and wellness
- 2.9 describe strategies for managing emotions effectively
- 2.10 describe the impact of social and cultural beliefs and practices on the development and maintenance of healthy physical, intellectual and emotional wellness
- 3. explain the development of character and morality**
  - 3.1 describe the characteristics of Kohlberg’s theories regarding stages of moral development
  - 3.2 compare Kohlberg’s original theory with more recent research on stages of moral development, such as the work of Gilligan
  - 3.3 list values that are important in a personal code of ethics
  - 3.4 describe strategies adolescents can use to resolve a moral dilemma
  - 3.5 describe the impact of social and cultural beliefs and practices on the development of character and morality
- 4. evaluate factors that contribute to the promotion and maintenance of healthy relationships during adolescent development**
  - 4.1 list types of relationships important to social development, including family, friends, casual, voluntary and involuntary relationships
  - 4.2 describe strategies for building a positive attitude by:
    - 4.2.1 identifying the impact of a positive or negative attitude on relationships
    - 4.2.2 outlining the impact of self-esteem on attitude
    - 4.2.3 outlining community and family resources that help develop positive attitudes and self-esteem
  - 4.3 evaluate the impact of friendships on healthy social development, being sure to:
    - 4.3.1 describe the benefits of healthy friendships with children, peers, adults (including parents) and seniors
    - 4.3.2 describe traits that help develop friendships, including cleanliness, attitude, manners, generosity and empathy
    - 4.3.3 describe the importance of reciprocity, trust, loyalty, rapport and empathy for healthy friendships and family relationships
    - 4.3.4 examine the role of technology in building and maintaining a relationship
    - 4.3.5 explain how popularity, gossip and competition can impact friendships
    - 4.3.6 recommend strategies for managing negative peer pressure
    - 4.3.7 describe reasons and effective, caring strategies for ending a friendship
  - 4.4 describe the stages of learning to love through stages of life-span development from infancy through to mature love and commitment
  - 4.5 compare infatuation and immature love to mature love and commitment
  - 4.6 explain the qualities of a relationship based on mature love and commitment
  - 4.7 describe considerations for dating, including:
    - 4.7.1 outlining the benefits of associating in groups
    - 4.7.2 listing considerations regarding physical, emotional and social development that impact the decision to begin dating, including the importance of seeking parental and adult perspectives
    - 4.7.3 identifying characteristics of unsafe dating situations and relationships
  - 4.8 explain considerations for sexual intimacy during adolescence, including:
    - 4.8.1 describing the long-term impact of a sexually intimate relationship on life-span development and the life tasks of adolescence
    - 4.8.2 describing common sexually transmitted diseases
    - 4.8.3 comparing birth control methods, including abstinence

- 4.9 describe the impact of teen pregnancy on healthy life-span development for the baby, mother, father and their extended families
- 4.10 describe the impact of social and cultural beliefs and practices on the development and maintenance of healthy relationships during adolescence
- 5. explain strategies for developing citizenship as part of life-span development**
  - 5.1 explain the rights and responsibilities of citizens
  - 5.2 describe strategies for demonstrating citizenship, including opportunities to:
    - 5.2.1 help neighbours
    - 5.2.2 relate to seniors in the community
    - 5.2.3 volunteer
    - 5.2.4 protect and maintain community property
    - 5.2.5 control crime
- 6. explain strategies for developing independence and preparing for employment**
  - 6.1 outline skills needed for independent living, including:
    - 6.1.1 managing money
    - 6.1.2 understanding consumer issues
    - 6.1.3 learning to drive or obtain transportation independently
  - 6.2 list resources available to obtain skills for independence, including family, school and community resources
  - 6.3 outline career planning resources available in the school and community
  - 6.4 describe the importance of SMART (specific, measureable, attainable, realistic, timely) goal-setting
  - 6.5 set SMART goals related to career preparation
- 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 problem
  - 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. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 8.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 8.2 create a connection between a personal inventory and occupational choices



## **COURSE HSS1050: INTRODUCTION TO MENTORSHIP**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students learn about the characteristics of positive mentoring relationships in their personal lives and society. Students prepare to engage in a mentoring relationship. Students apply basic mentoring skills to a mentoring relationship and explore considerations for safety related to mentoring.

**Supporting Courses:** HSS1030: Communication Skills for Health Professionals  
HSS1040: Developing Maturity & Independence  
HSS2020: Nurturing Children

**Outcomes:** The student will:

- 1. explain the relationship of mentoring to the wellness of individuals and communities**
  - 1.1 define *mentorship*, including the terms:
    - 1.1.1 *mentee*
    - 1.1.2 *mentor*
  - 1.2 describe the etymology of the term *mentorship*
  - 1.3 summarize the characteristics of a successful mentoring relationship
  - 1.4 justify the importance of a long-term relationship to the mentee
  - 1.5 identify the personal characteristics of a successful mentor
  - 1.6 identify the personal characteristics of a successful mentee
  - 1.7 differentiate between mentoring and coaching, tutoring, peer support and teaching based on:
    - 1.7.1 goals of the relationship
    - 1.7.2 duration of the relationship
    - 1.7.3 roles in the relationship
  - 1.8 differentiate between informal and formal mentoring relationships
  - 1.9 describe how cultural diversity influences mentoring relationships
  - 1.10 summarize the impact of mentoring relationships on the life goals and achievement of significant individuals from history or current events
  - 1.11 list benefits of mentoring relationships to the:
    - 1.11.1 mentee
    - 1.11.2 mentor
    - 1.11.3 community, including the school community
- 2. describe the impact of mentoring to personal development**
  - 2.1 describe the impact of personal mentoring relationships, including formal and informal mentoring relationships from:
    - 2.1.1 personal history
    - 2.1.2 present life
    - 2.1.3 future life
  - 2.2 share personal mentoring relationship(s) with another person such as a peer or teacher
  - 2.3 identify personal characteristics related to being a mentor and being a mentee

3. **describe the roles, rights and responsibilities of the mentor and mentee related to safety**
  - 3.1 describe basic safety precautions in the context of a mentoring relationship, including:
    - 3.1.1 precautions for the prevention of communicable diseases
    - 3.1.2 preparation for a first aid response to minor injury
    - 3.1.3 recognition of potential hazards in the environment (indoor and outdoor)
  - 3.2 summarize the principle of confidentiality as it pertains to mentoring relationships
  - 3.3 summarize signs and symptoms of four types of abuse, including physical, emotional, neglect and sexual abuse
  - 3.4 state the duty to report as indicated in current legislation, including the *Child Welfare Act*
  - 3.5 explain the interpretation of failure to report abuse as a type of abuse
  - 3.6 identify appropriate methods of reporting suspicions of abuse that may arise during a mentoring relationship
  - 3.7 state the limitations of personal skill and scope of responsibility in dealing with issues related to abuse or violence
4. **demonstrate basic mentoring skills in an actual mentorship experience in a one-on-one or paired mentoring relationship**
  - 4.1 summarize the qualities of an effective mentor
  - 4.2 describe the stages of a mentoring relationship cycle, including:
    - 4.2.1 preparing
    - 4.2.2 discovering and negotiating
    - 4.2.3 building rapport and trust
    - 4.2.4 accomplishing and attaining
    - 4.2.5 wrapping up
  - 4.3 outline the general characteristics of life-span development, including:
    - 4.3.1 stages of child development
    - 4.3.2 stages of adolescent development
    - 4.3.3 stages of adulthood
  - 4.4 demonstrate effective strategies for initiating a mentoring relationship, including:
    - 4.4.1 using an ice-breaker activity
    - 4.4.2 writing a letter of introduction
  - 4.5 match personal characteristics of a mentee with recognized levels of life-span development, including:
    - 4.5.1 physical characteristics
    - 4.5.2 social characteristics
    - 4.5.3 emotional characteristics
    - 4.5.4 mental characteristics
  - 4.6 demonstrate effective communication skills within the context of a mentoring relationship, including:
    - 4.6.1 using conversation builders
    - 4.6.2 recognizing and avoiding conversation blockers
    - 4.6.3 using active listening skills, including verbal and nonverbal skills
  - 4.7 apply basic skills for either wrapping up or renegotiating a mentoring relationship
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. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 6.2 create a connection between a personal inventory and occupational choices



## **COURSE HSS1080: LEADERSHIP FUNDAMENTALS 1**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students explore basic principles of leadership and evaluate their personal leadership characteristics and qualities. Students develop a plan for their personal growth as a member of a leadership team and examine the various behaviours, skills and roles of team members that contribute to team effectiveness.

**Outcomes:** The student will:

**1. evaluate the characteristics and qualities of effective leadership based on basic principles of leadership**

- 1.1 define *leadership*
- 1.2 describe the characteristics and qualities of effective leaders
- 1.3 describe various types of leadership styles, such as democratic, laissez-faire, transformative, inclusive and authoritarian
- 1.4 evaluate personal leadership characteristics and qualities based on experience within a leadership team

**2. create a personal growth plan for leadership development**

- 2.1 evaluate personal core values
- 2.2 create a personal leadership philosophy such as a mission statement
- 2.3 design at least two SMART (specific, measureable, attainable, realistic, timely) goals for personal leadership development
- 2.4 identify strategies for achieving goals
- 2.5 evaluate personal leadership development

**3. evaluate the behaviours, skills and roles that contribute to the effective functioning of a leadership team**

- 3.1 describe strategies for overcoming challenges and obstacles typically encountered by leaders, including:
  - 3.1.1 conflict resolution
  - 3.1.2 stress management
  - 3.1.3 time management
  - 3.1.4 financial management
- 3.2 explain behaviours and skills that contribute to the effective functioning and goals of a leadership team
- 3.3 demonstrate fundamental leadership behaviours and skills while participating in a specific leadership team, including:
  - 3.3.1 effective communication skills
  - 3.3.2 interpersonal skills
  - 3.3.3 personal management skills
  - 3.3.4 empowerment of other team members
- 3.4 explain several different roles and responsibilities often associated with high performing teams
- 3.5 negotiate roles and responsibilities with other team members, including defining the scope of responsibilities of team members

- 3.6 observe individual team members to identify:
  - 3.6.1 positive contributions to the team
  - 3.6.2 the effective fulfillment of assigned team roles
- 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 HSS1090: SPEAKING & PRESENTING**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students examine effective communication, public speaking and presentation skills. Students develop and deliver a speech or presentation and apply the principles of effective communication to the evaluation of significant speeches.

**Supporting Courses:** COM1015: Media  
HSS1030: Communication Skills for Health Professionals  
HSS1080: Leadership Fundamentals 1

**Outcomes:** The student will:

### **1. explain basic principles of effective communication**

- 1.1 define *effective communication*
- 1.2 describe the following verbal and nonverbal components of effective communication:
  - 1.2.1 eye contact
  - 1.2.2 facial expressions
  - 1.2.3 characteristics of voice, including tone and clarity
  - 1.2.4 pace of speech
  - 1.2.5 physical proximity
  - 1.2.6 gestures
- 1.3 explore traditional understandings related to verbal and nonverbal communication for different cultures
- 1.4 apply the principles of communication theory to oral presentations
- 1.5 describe current media and materials available for effective presentations; e.g., audio, visual, digital
- 1.6 describe key characteristics of the effective use of media in a presentation

### **2. evaluate significant speeches from history**

- 2.1 summarize the main ideas of each speech
- 2.2 compare and contrast significant speeches, including:
  - 2.2.1 content of presentation (clarity, accuracy, achievement of purpose)
  - 2.2.2 delivery (speaking style and effectiveness, gestures)
  - 2.2.3 effective use of technology, if applicable
- 2.3 summarize the strengths of each speech
- 2.4 recommend strategies for strengthening speeches
- 2.5 compare personal speaking styles to the styles of significant speakers
- 2.6 select goals for personal development as a speaker

### **3. prepare an effective oral presentation**

- 3.1 differentiate between a speech and a presentation
- 3.2 describe the characteristics of the intended audience
- 3.3 select a purpose, such as informing, instructing, motivating or persuading
- 3.4 compose an effective presentation, including:
  - 3.4.1 an engaging introduction
  - 3.4.2 content with clearly organized main ideas
  - 3.4.3 accurate details and references to support main ideas, where appropriate
  - 3.4.4 an effective conclusion
- 3.5 select effective audiovisuals and/or gestures to emphasize the main points of the presentation

- 3.6 prepare for possible disruptions in technology
- 3.7 describe strategies for overcoming stage fright
- 3.8 modify the presentation based on practice sessions, including considerations for:
  - 3.8.1 clarity of content
  - 3.8.2 appropriate use of body language and/or visual aids
  - 3.8.3 eye contact
  - 3.8.4 tone and pacing of voice
  - 3.8.5 effective use of pauses and/or rhetorical questions
  - 3.8.6 maintaining existing time constraints
- 3.9 describe the characteristics of the venue, including considerations for:
  - 3.9.1 sound quality
  - 3.9.2 lighting
  - 3.9.3 equipment needs
  - 3.9.4 orientation to the audience
- 3.10 prepare responses to anticipated questions from the audience
- 4. apply principles of effective speaking in a variety of contexts**
  - 4.1 deliver a short speech or presentation, including the use of technology where appropriate
  - 4.2 demonstrate impromptu speaking skills on a variety of topics
  - 4.3 evaluate personal presentation skills, including considerations for:
    - 4.3.1 choice of topic
    - 4.3.2 content of presentation (clarity, accuracy and achievement of purpose)
    - 4.3.3 delivery (speaking style and effectiveness, gestures)
    - 4.3.4 effective use of technology
    - 4.3.5 fulfillment of school and/or community standards
  - 4.4 assess the presentations of peers, including considerations for:
    - 4.4.1 choice of topic
    - 4.4.2 content of presentation (clarity, accuracy and achievement of purpose)
    - 4.4.3 delivery (speaking style and effectiveness, gestures)
    - 4.4.4 effective use of technology
    - 4.4.5 fulfillment of school and/or community standards
- 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. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 6.2 create a connection between a personal inventory and occupational choices

## **COURSE HSS1100: NATURE & WELLNESS**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students explore the benefits of relationships between plants, animals, and the environment as applied to the health and wellness of people. Students evaluate how nature affects wellness in individuals and communities. Students plan and modify public and personal spaces to enhance personal wellness using elements of nature. Students reflect on the personal implications for wellness in relation to their environment.

**Supporting Courses:** HSS1010: Health Services Foundations  
HSS1030: Communication Skills for Health Professionals  
HSS1050: Introduction to Mentorship  
HSS1080: Leadership Fundamentals 1

**Outcomes:** The student will:

### **1. analyze the historical roles and relationships of plants and animals to people and communities**

- 1.1 explain the historical relationships between:
  - 1.1.1 plants and people
  - 1.1.2 animals and people
  - 1.1.3 people and their environment
- 1.2 describe varying cultural perspectives on plants, animals and the environment, based on traditional beliefs and practices
- 1.3 describe the present and changing roles, relationships and perspectives of:
  - 1.3.1 plants in society
  - 1.3.2 animals in society
  - 1.3.3 environment in society
- 1.4 describe the impact of technological development on the relationship of plants and animals to individuals and communities
- 1.5 summarize the relationship of individuals and animals as an indicator of mental health and wellness

### **2. evaluate how nature affects wellness in individuals and communities**

- 2.1 define *nature*
- 2.2 define *environment*
- 2.3 compare and contrast the potential impact of natural and artificial environments on human health and wellness, including physical, emotional, cognitive, social and spiritual determinants
- 2.4 describe the potential impacts on humans of interaction with a variety of aspects of nature—plants, animals and the environment—including:
  - 2.4.1 physical and physiological benefits
  - 2.4.2 emotional and spiritual benefits
  - 2.4.3 cognitive benefits
  - 2.4.4 psychosocial benefits

**3. evaluate various shared spaces and activities of daily living and enhance wellness by introducing natural elements**

- 3.1 assess a variety of spaces, and the activities of daily living in those spaces, for elements of nature, including:
  - 3.1.1 school spaces
  - 3.1.2 office spaces
  - 3.1.3 homes
  - 3.1.4 hospitals
  - 3.1.5 extended care centre facilities
  - 3.1.6 mental health facilities
  - 3.1.7 correction facilities
  - 3.1.8 supported residential living
  - 3.1.9 community spaces
- 3.2 recommend modifications to add elements of nature to a variety of spaces and activities of daily living to enhance health and wellness
- 3.3 outline community resources aimed to help modify shared spaces and activities of daily living to enhance wellness using natural elements
- 3.4 outline community resources aimed to encourage positive relationships between people and animals
- 3.5 describe community organizations that train working animals for therapeutic and practical roles in society
- 3.6 outline community resources for supporting the relationship between plants and people and communities

**4. modify a personal space to enhance wellness using natural elements**

- 4.1 assess the potential benefits of adding elements of nature to a personal space or daily routine, including benefits to physical, emotional, cognitive, spiritual and social health and wellness
- 4.2 justify the choice of a space to modify based on predicted outcomes of the modification in relation to improving health and wellness
- 4.3 write goals for modifying the space
- 4.4 plan to add elements of nature to the space in stages, including:
  - 4.4.1 modifications to the physical environment
  - 4.4.2 horticultural elements
  - 4.4.3 animals
- 4.5 modify a personal space based on a staged plan, being sure to:
  - 4.5.1 set goals for modifying the personal space
  - 4.5.2 predict how the modifications will affect personal wellness
- 4.6 explain considerations for adding elements of nature to a personal space in stages, including:
  - 4.6.1 safety
  - 4.6.2 budget
  - 4.6.3 availability of plants and animals
  - 4.6.4 resources to assist modification
- 4.7 summarize thoughts and reflections on changes and plan them in a journal
- 4.8 evaluate the effects of modifying a personal space on personal health and wellness by:
  - 4.8.1 describing the effects of modifying the personal space in relation to the goals set in the planning phase
  - 4.8.2 evaluating the significance of modifying the personal space in relation to how nature affected personal wellness, considering the markers for human wellness



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

- 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
- 6.2 create a connection between a personal inventory and occupational choices



## **COURSE HSS1910: HSS 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 HSS2020: NURTURING CHILDREN**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students examine the developmental characteristics of toddlers, preschoolers and school-aged children at various stages of physical, emotional, social and intellectual development. Students describe and demonstrate care-giving skills applicable to each developmental stage. Students gain an appreciation for the importance of nurturing skills in promoting health and wellness in childhood.

**Supporting Courses:** HCS3040: Child Care First Aid  
HSS1050: Introduction to Mentorship  
HSS1030: Communication Skills for Health Professionals

**Outcomes:** The student will:

- 1. demonstrate strategies for nurturing healthy physical growth and development for toddlers, preschoolers and school-aged children**
  - 1.1 summarize factors that contribute to physical wellness, including the importance of exclusive breastfeeding for the first six months of life, for healthy term infants, with continued breastfeeding for up to two years and beyond
  - 1.2 compare the physical growth and developmental milestones of toddlers, preschoolers and school-aged children, including identification of:
    - 1.2.1 average growth rates for males and females
    - 1.2.2 fine motor and gross motor development
    - 1.2.3 the onset of puberty and growth spurts
  - 1.3 describe normal variations in physical growth and development
  - 1.4 justify the need for early intervention for possible developmental delays
  - 1.5 describe developmental milestones that indicate readiness for independent activity and self-care for children such as readiness for toileting, dental care, bathing and eating independently, and fundamental movement skills
  - 1.6 recommend appropriate and safe activities for promoting fine motor and gross motor skill development for toddlers, preschoolers and school-aged children
  - 1.7 recommend strategies for promoting healthy nutrition for toddlers, preschoolers and school-aged children, including:
    - 1.7.1 serving sizes
    - 1.7.2 frequency of snacks and meals
    - 1.7.3 hydration
    - 1.7.4 balanced intake of food groups
    - 1.7.5 foods to avoid
    - 1.7.6 introducing new foods to toddlers
    - 1.7.7 encouraging independent feeding for toddlers
    - 1.7.8 encouraging wise food choices
  - 1.8 select appropriate clothing for toddlers, preschoolers and school-aged children considering durability, comfort, laundering, economy, children's preferences and the ability for children to dress independently

## **2. demonstrate strategies for nurturing healthy emotional development for toddlers, preschoolers and school-aged children**

- 2.1 define infant-caregiver attachment and the four types of attachment, including:
  - 2.1.1 secure
  - 2.1.2 insecure-avoidant
  - 2.1.3 insecure-resistant
  - 2.1.4 insecure-disorganized
- 2.2 define *caregiver sensitivity* and explain its relationship to infant-caregiver attachment
- 2.3 justify the role of positive early attachment to healthy emotional and psychological development, including self reliance, self-efficacy, empathy and social competence
- 2.4 summarize factors that contribute to emotional wellness, including early attachment experiences
- 2.5 compare common emotional expressions of toddlers, preschoolers and school-aged children, including responses to feelings of:
  - 2.5.1 love and affection
  - 2.5.2 anger
  - 2.5.3 fear
  - 2.5.4 jealousy
  - 2.5.5 various other emotions
- 2.6 summarize Erikson's stages of development in relation to the positive emotional growth and development of children
- 2.7 compare the developmental need for independence of toddlers, preschoolers and school-aged children
- 2.8 describe strategies for responding to a child's emotions through modelling and teaching to promote healthy emotional development, considering different cultural beliefs and practices for:
  - 2.8.1 receiving affection appropriately
  - 2.8.2 giving affection appropriately
  - 2.8.3 managing and preventing temper tantrums
  - 2.8.4 handling anger towards others or self
  - 2.8.5 preventing fear by dispelling myths and teaching accurate information
  - 2.8.6 coping with fear due to imagination and stress
  - 2.8.7 understanding inequalities in life
  - 2.8.8 developing an appreciative and generous attitude
- 2.9 describe strategies for supporting a child's self-esteem while developing respect for others' needs, considering different cultural beliefs and practices for:
  - 2.9.1 offering praise appropriately
  - 2.9.2 correcting misbehaviour through positive guidance
  - 2.9.3 communicating acceptance when correcting misbehaviour
  - 2.9.4 maintaining involvement in children's activities
  - 2.9.5 modelling and teaching empathy
  - 2.9.6 avoiding criticism
- 2.10 justify demonstration of unconditional love and acceptance as an integral part of guiding children's behaviour and promoting health and wellness
- 2.11 design activities for toddlers, preschool and school-aged children to encourage appropriate independent skill development, being sure to:
  - 2.11.1 modify the environment to facilitate success
  - 2.11.2 plan for opportunities for guided and independent practice
  - 2.11.3 prepare questions to encourage reasoning and problem-solving
  - 2.11.4 identify ways to acknowledge successful approximation
- 2.12 describe signs of stress and depression in children
- 2.13 recommend strategies for preventing stress for toddlers, pre-school and school-aged children

**3. demonstrate strategies for nurturing healthy social development for toddlers, preschoolers and school-aged children**

- 3.1 summarize factors that contribute to social wellness, including early attachment
- 3.2 define *socialization*
- 3.3 describe factors that contribute to the process of socialization, including modelling, imitation, direct teaching and guidance
- 3.4 compare common patterns of social growth for toddlers, preschoolers and school-aged children, considering individual differences as well as cultural beliefs and practices related to:
  - 3.4.1 gender roles and identity
  - 3.4.2 parallel and cooperative play
  - 3.4.3 cooperative and competitive activities
  - 3.4.4 peer approval
- 3.5 describe strategies for helping social development within the context of family, considering individual differences as well as cultural beliefs and practices related to:
  - 3.5.1 overcoming separation anxiety
  - 3.5.2 responding to sibling conflict and rivalry for attention
  - 3.5.3 involving grandparents and other relatives
- 3.6 demonstrate strategies for teaching manners to toddlers, pre-school and school-aged children, considering cultural beliefs and practices
- 3.7 describe strategies for teaching and encouraging developmentally appropriate basic lessons in friendship for toddlers, preschoolers and school-aged children, considering cultural beliefs and practices related to:
  - 3.7.1 taking turns, sharing and managing conflict
  - 3.7.2 managing concerns associated with popularity and peer pressure
  - 3.7.3 participating in cooperative and competitive games
- 3.8 summarize why cruelty to animals can be an indicator of unhealthy socialization that may require professional intervention

**4. describe strategies for nurturing intellectual development for toddlers, preschoolers and school-aged children**

- 4.1 summarize factors that contribute to intellectual wellness
- 4.2 summarize evidence-based research describing the relationship of environment to brain development, including prenatal, nutritional and sensory considerations
- 4.3 examine theories related to intellectual development, including Gardner's Theory of Multiple Intelligences and Piaget's Theory of Cognitive Development
- 4.4 describe strategies for teaching children basic concepts in everyday activities, including strategies for classifying objects, identifying shapes and developing basic numeracy
- 4.5 describe strategies for promoting thinking skills, including strategies for memory, curiosity, reasoning, problem solving, creativity and imagination
- 4.6 describe strategies for promoting language development, including strategies for building vocabulary and skill development for listening, reading, writing and speaking

**5. demonstrate strategies for promoting positive play experiences for toddlers, preschoolers and school-aged children**

- 5.1 describe the benefits and purpose of play for physical, emotional, social and intellectual development
- 5.2 describe strategies for creating a safe and inviting play environment
- 5.3 select appropriate toys for children considering safety and enhancing development
- 5.4 evaluate strategies for enhancing play experiences, including:
  - 5.4.1 identifying reasons and methods for making play a priority
  - 5.4.2 strategies for facilitating active and quiet play

- 5.4.3 differentiating between appropriate and inappropriate use of computer and electronic games
- 5.4.4 strategies for promoting and supporting drama, art and music
- 5.5 summarize considerations for television, including time and quality of content
- 6. describe basic safety precautions for preventing and managing common accidents and illnesses**
  - 6.1 define the term *accident*
  - 6.2 list common injuries and accidents that occur for toddlers, preschoolers and school-aged children
  - 6.3 identify possible hazards that can cause accidents involving children, including hazards commonly found in various rooms of a home and the surrounding yard and environment
  - 6.4 describe safety precautions for travelling in motor vehicles and preventing falls
  - 6.5 outline age- appropriate guidelines for teaching children to handle emergencies
  - 6.6 identify signs and symptoms of common illnesses, including colds, ear infections, influenza, sore throats and allergies
  - 6.7 identify signs and symptoms of common medical childhood emergencies requiring urgent medical attention, including anaphylactic shock, head and neck injuries, hypothermia and heat exhaustion
  - 6.8 summarize signs and symptoms of possible abuse or personal distress
  - 6.9 summarize considerations for reporting child abuse
  - 6.10 differentiate between the roles and responsibilities of child care providers, parents and medical personnel in managing and treating illness and injuries
- 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. identify possible life roles related to the skills and content of this cluster**
  - 8.1 recognize and then analyze the opportunities and barriers in the immediate environment
  - 8.2 identify potential resources to minimize barriers and maximize opportunities



## **COURSE HSS2030: PERSPECTIVES ON INTERPERSONAL RELATIONSHIPS**

**Level:** Intermediate

**Prerequisite:** None

**Description:** Students examine relationships in their lives and identify their roles in these relationships. Students develop personal effectiveness and basic conflict resolution skills needed to enhance personal and working relationships. Students examine basic ethical, legal and cultural considerations when managing conflict in a variety of settings and relationships.

**Supporting Courses:** HSS1010: Health Services Foundations  
HSS1030: Communication Skills for Health Professionals  
HSS1040: Developing Maturity & Independence  
HSS1050: Introduction to Mentorship  
HSS1080: Leadership Fundamentals 1

**Outcomes:** The student will:

### **1. evaluate the types of relationships, considering traditional cultural beliefs and practices**

- 1.1 define commonly used terms to describe relationships, leadership, conflict management, problem-solving and teamwork
- 1.2 compare the characteristics of relationships in society, including:
  - 1.2.1 family relationships, especially relationships between parents and siblings
  - 1.2.2 friendships
  - 1.2.3 intimate relationships
  - 1.2.4 school relationships
  - 1.2.5 work relationships
  - 1.2.6 casual relationships
  - 1.2.7 community/team relationships, such as volunteer committees and sports teams
- 1.3 compare how elements of attitude, respect, cooperation, reciprocation and etiquette support the healthy development and maintenance of all types of relationships
- 1.4 compare the concepts of positional authority, personal authority and leadership in different types of relationships, including:
  - 1.4.1 similarities and differences
  - 1.4.2 roles and responsibilities
  - 1.4.3 difficulties related to authority
  - 1.4.4 leadership responsibilities related to goals
  - 1.4.5 leadership responsibilities related to the welfare of individuals on the team and/or under one's authority
- 1.5 differentiate between participatory leadership and directive leadership
- 1.6 explain the importance of different leadership skills related to different teams or committees, including:
  - 1.6.1 technical skills
  - 1.6.2 people skills
  - 1.6.3 thinking and problem-solving skills
  - 1.6.4 project management skills
- 1.7 describe the qualities of an effective team or committee

- 1.8 describe the qualities of an effective team member in working and volunteer settings, including:
  - 1.8.1 punctuality
  - 1.8.2 grooming and hygiene
  - 1.8.3 courtesy
  - 1.8.4 organization
  - 1.8.5 respectful attitude
  - 1.8.6 friendliness
  - 1.8.7 willingness to learn new skills
- 1.9 evaluate personal relationships in terms of positional and personal authority and leadership roles, including:
  - 1.9.1 relationships in which personal leadership or authority exists
  - 1.9.2 relationships in which another person has an authority or leadership role
- 1.10 evaluate how technology can enhance or cause conflict in relationships
- 2. examine conflicts that exist in relationships**
  - 2.1 define *conflict* and *conflict management*
  - 2.2 differentiate between a problem and a conflict based on selected criteria, including:
    - 2.2.1 presence of overt or covert anger levels
    - 2.2.2 consistent behaviour causing challenges with productivity or performance or affecting the relationships and emotions of others
    - 2.2.3 blaming
    - 2.2.4 personal issue(s)
    - 2.2.5 vulnerabilities due to conflict and interdependent relationships
  - 2.3 discuss examples of types of conflict, including:
    - 2.3.1 interpersonal conflict
    - 2.3.2 intergroup conflict
    - 2.3.3 peer conflicts; e.g., related to cliques
    - 2.3.4 intrapersonal conflicts
  - 2.4 compare methods of managing problems and conflicts
  - 2.5 summarize common types and causes of conflict in all types of relationships, including:
    - 2.5.1 situational conflicts
    - 2.5.2 personality differences
    - 2.5.3 power struggles
    - 2.5.4 differences of opinion, perspectives or goals
    - 2.5.5 differing expectations
    - 2.5.6 conflicting world views and beliefs
    - 2.5.7 communication difficulties
    - 2.5.8 stress and illness
- 3. demonstrate strategies for managing conflict positively in all types of relationships**
  - 3.1 demonstrate strategies for determining the existence and extent of a problem or conflict, including:
    - 3.1.1 gathering information, including facts and examples, to be sure of accuracy
    - 3.1.2 differentiating between a symptom and a problem or conflict
    - 3.1.3 evaluating the size of the problem or conflict, considering its complexity and impact
  - 3.2 compare various strategies for managing problems or conflicts; e.g., procrastination, denial, avoidance, compromise
  - 3.3 demonstrate effective strategies for preventing problems or conflicts, including:
    - 3.3.1 early intervention
    - 3.3.2 avoiding labelling, stereotyping and bias
    - 3.3.3 making constructive personal changes where possible and appropriate
    - 3.3.4 walking away from a fight

- 3.3.5 changing the subject
- 3.3.6 refocusing a conversation to the positive
- 3.3.7 controlling reactive responses and emotions
- 3.4 describe the importance of considering an appropriate time and place for resolving a conflict, including:
  - 3.4.1 limiting distractions, including physical and mental
  - 3.4.2 allowing enough time
  - 3.4.3 meeting physical comforts first (e.g., hunger, temperature, fatigue)
  - 3.4.4 considering the need for privacy
  - 3.4.5 ending a meeting by booking another meeting if necessary to effectively resolve the conflict
- 3.5 demonstrate strategies for communicating successfully to resolve and/or manage conflicts, including:
  - 3.5.1 clarifying issue first and acknowledging personal perceptions and biases
  - 3.5.2 practising raising the problem, including role-playing with a third party if necessary
  - 3.5.3 approaching the other person directly and tactfully to suggest a time and place for a conversation
  - 3.5.4 agreeing on a definition of the problem and acknowledging its history
  - 3.5.5 acknowledging the opposing points of view politely
  - 3.5.6 setting limits that both parties agree to keep regarding topics and personal attacks
  - 3.5.7 focusing on the problem or conflict, not the person or emotions
  - 3.5.8 making points, not speeches, and describing examples
  - 3.5.9 explaining the impact of conflict on feelings and well-being
  - 3.5.10 acknowledging responsibility for role in the conflict
  - 3.5.11 listening without interrupting
  - 3.5.12 identifying common ground
  - 3.5.13 exploring strategies to resolve the conflict through negotiation and/or compromise
  - 3.5.14 agreeing on a solution to implement and establishing expectations clearly
  - 3.5.15 adapting SMART (specific, measurable, attainable, realistic and timely) goal-setting where appropriate
  - 3.5.16 implementing the solution
  - 3.5.17 evaluating the plan to resolve the conflict
  - 3.5.18 modifying the plan based on evaluation
- 3.6 summarize the role of mediation in resolving difficult conflicts
- 3.7 outline community resources available to assist individuals experiencing conflict in a variety of settings
- 3.8 summarize situations in which conflicts require legal and/or professional help, including:
  - 3.8.1 conflicts regarding issues of abuse
  - 3.8.2 conflicts in which individual safety or well-being is threatened or discussed
  - 3.8.3 conflicts in which criminal activity is suspected or revealed
- 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 HSS2040: FAMILY FOUNDATIONS**

**Level:** Intermediate

**Prerequisite:** None

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

**Supporting Courses:** HSS1030: Communication Skills for Health Professionals  
HSS2030: Perspectives on Interpersonal Relationships

**Outcomes:** The student will:

- 1. evaluate evolving family member rights and responsibilities and family dynamics**
  - 1.1 explain the benefits of studying families and reflecting on personal family relationships
  - 1.2 define different types of families
  - 1.3 explain the function of families, including:
    - 1.3.1 providing love and affection (facilitating secure attachment)
    - 1.3.2 providing protection
    - 1.3.3 providing education
    - 1.3.4 teaching values and ethics
    - 1.3.5 teaching cultural beliefs and practices
    - 1.3.6 providing economic support
    - 1.3.7 procreation
    - 1.3.8 guidance
    - 1.3.9 socialization
    - 1.3.10 recreation
  - 1.4 explain the stages of family development and the life tasks and challenges that accompany each stage, including:
    - 1.4.1 years spent as a partnership
    - 1.4.2 parental years, including the stages of expanding and developing a family and helping children transition to independent living
    - 1.4.3 middle years
    - 1.4.4 retirement years
  - 1.5 explain the legal rights and responsibilities of family members throughout the family life cycle
  - 1.6 describe personal skills needed to contribute to strong family relationships, including:
    - 1.6.1 communication skills
    - 1.6.2 problem-solving and decision-making skills
    - 1.6.3 management skills, including time management and budgeting
    - 1.6.4 conflict resolution skills
    - 1.6.5 caregiver sensitivity necessary for infant-caregiver attachment

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

**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 HSS2050: BECOMING A MENTOR**

**Level:** Intermediate

**Prerequisite:** HSS1050: Introduction to Mentorship

**Description:** Students analyze the relationship between mentoring and the wellness of individuals and communities. Students build a personal profile to prepare for their role as a mentor and demonstrate mentoring skills.

**Supporting Courses:** HSS1030: Communication Skills for Health Professionals  
HSS2030: Perspectives on Interpersonal Relationships  
HSS3050: Becoming a Mentee

**Outcomes:** The student will:

### **1. analyze the relationship between mentoring and the wellness of individuals and communities**

- 1.1 summarize the issues facing youth in today's society, such as:
  - 1.1.1 addictions
  - 1.1.2 managing relationships
  - 1.1.3 setting goals for the future
- 1.2 outline the impact of influences on youth, including:
  - 1.2.1 peers
  - 1.2.2 family
  - 1.2.3 media
  - 1.2.4 school
  - 1.2.5 culture
  - 1.2.6 community
- 1.3 summarize factors that promote wellness in individuals
- 1.4 analyze the benefits of a mentoring partnership to the:
  - 1.4.1 mentee
  - 1.4.2 mentor
  - 1.4.3 community
- 1.5 analyze community options for mentorship by:
  - 1.5.1 building a profile of community mentors and organizations that promote mentoring
  - 1.5.2 interviewing representatives of community organizations to explore opportunities for mentoring; e.g., personal interview, electronic interview, telephone interview, review of a recorded interview

### **2. demonstrate strategies for building a personal profile in preparation for assuming the role of a mentor**

- 2.1 describe strategies for assessing personal development, including strategies for assessing:
  - 2.1.1 personal strengths
  - 2.1.2 learning styles
  - 2.1.3 multiple intelligences

- 2.2 build a personal profile, including:
  - 2.2.1 Developmental Assets checklist
  - 2.2.2 a summary of personal strengths identified by completing a Development Assets checklist
  - 2.2.3 a summary of goals for personal development based on results of a Development Assets checklist
  - 2.2.4 a description of personal learning styles based on assessment using a recognized resource
  - 2.2.5 a summary of personal multiple intelligences based on assessment using a recognized resource
- 2.3 evaluate personal life roles based on a personal profile, including roles related to:
  - 2.3.1 mentoring
  - 2.3.2 a career pathway
  - 2.3.3 citizenship and volunteering
- 3. demonstrate mentoring skills in an actual mentorship experience**
  - 3.1 define *self-esteem*
  - 3.2 demonstrate basic strategies for fostering high self-esteem in the mentee
  - 3.3 apply SMART goals (specific, measurable, achievable, realistic, timely) to the mentoring relationship
  - 3.4 apply basic strategies to give the mentee a voice and choice in activities
  - 3.5 summarize the learning style of the mentee
  - 3.6 select activities that complement the learning style and developmental stage of the mentee
  - 3.7 apply basic creative problem-solving skills in the mentoring relationship
  - 3.8 define the steps of the conflict resolution process
  - 3.9 apply basic conflict resolution skills as conflicts arise
  - 3.10 demonstrate skills to support and protect the mentor in the mentoring relationship by:
    - 3.10.1 setting boundaries with the mentee
    - 3.10.2 accessing support from an appropriate supervisor
  - 3.11 assess the success of the mentoring relationship based on the SMART goals established
  - 3.12 justify the importance of celebrating:
    - 3.12.1 achievements related to goals
    - 3.12.2 benefits of the relationship
  - 3.13 apply basic skills for either wrapping up or renegotiating a mentoring relationship
- 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 your immediate environment
  - 5.2 identify potential resources to minimize barriers and maximize opportunities

## **COURSE HSS2080: LEADERSHIP FUNDAMENTALS 2**

**Level:** Intermediate

**Prerequisite:** HSS1080: Leadership Fundamentals 1

**Description:** Students analyze characteristics, qualities and styles of effective leadership. Students plan for personal and group leadership development and demonstrate effective teambuilding skills while participating as a member of a leadership team.

**Outcomes:** The student will:

- 1. analyze characteristics, qualities and styles of effective leaders**
  - 1.1 differentiate between leadership and management
  - 1.2 examine and describe the characteristics and qualities of different recognized leaders in society
  - 1.3 compare the leadership styles of two different recognized leaders in society based on their:
    - 1.3.1 characteristics and qualities
    - 1.3.2 vision
    - 1.3.3 available resources
    - 1.3.4 historical and/or cultural context
- 2. plan for personal and group leadership development**
  - 2.1 review a current, personal plan for leadership growth development by:
    - 2.1.1 designing SMART (specific, measurable, attainable, realistic, timely) goals for personal leadership skill development
    - 2.1.2 designing strategies for achieving the goals
    - 2.1.3 evaluating progress
  - 2.2 discuss the role of a leadership team
  - 2.3 contribute to the establishment of goals for enhancing the effectiveness of a leadership team
  - 2.4 analyze challenges and obstacles to team growth related to a leadership team, including:
    - 2.4.1 conflict resolution
    - 2.4.2 stress management
    - 2.4.3 time management
    - 2.4.4 financial constraints
- 3. demonstrate effective teambuilding skills while participating as a member of a specific leadership team**
  - 3.1 assess the following phases of team evolution, using a recognized model, such as the Tuckman model:
    - 3.1.1 the team comes together (forming)
    - 3.1.2 the team negotiates roles (storming)
    - 3.1.3 the team learns to work together (norming)
    - 3.1.4 the team implements and achieves their goals (performing)
  - 3.2 demonstrate appropriate and flexible application of leadership skills, management skills and leadership styles during a variety of team activities
  - 3.3 demonstrate effective communication skills to:
    - 3.3.1 empower individuals' strengths within the team
    - 3.3.2 identify challenges that inhibit effective team functioning

- 3.4 assess the functional roles of group members of a leadership team using a recognized team assessment tool
- 3.5 demonstrate strategies for engaging individuals on the leadership team, including strategies to encourage the positive individual contributions of team members
- 3.6 demonstrate strategies for overcoming challenges and obstacles typically encountered by leadership teams
- 3.7 describe the function of a leadership team
- 3.8 evaluate the effectiveness of a leadership team
- 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 HSS2910: HSS 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 HSS2920: HSS 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 HSS2950: HSS 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 HSS3010: PROFESSIONAL STANDARDS & ETHICS

**Level:** Advanced

**Prerequisite:** HSS1010: Health Services Foundations

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

**Outcomes:** The student will:

**1. demonstrate an understanding of how health and wellness involves shared roles, rights and responsibilities of governments, organizations and consumers**

- 1.1 summarize the roles and responsibilities of the World Health Organization as related to the health of Canadians, including:
  - 1.1.1 history
  - 1.1.2 governance and administration
  - 1.1.3 functions
  - 1.1.4 the impact of official statements, definitions and guidelines
  - 1.1.5 current programs and projects
- 1.2 explain the principles of health care outlined in the *Canada Health Act* and their effect on individual health and wellness, including:
  - 1.2.1 public administration (partnership with the provinces)
  - 1.2.2 comprehensiveness
  - 1.2.3 universality
  - 1.2.4 portability
  - 1.2.5 accessibility
- 1.3 identify important historical developments that led to the establishment of the *Canada Health Act*
- 1.4 compare the roles of the federal and provincial governments in the administration of health care services
- 1.5 outline current statistical trends related to use of health care services in Canada based on:
  - 1.5.1 age
  - 1.5.2 gender
  - 1.5.3 occupation
  - 1.5.4 lifestyles
  - 1.5.5 environments
  - 1.5.6 disability
  - 1.5.7 palliative care
- 1.6 outline current statistical trends related to the number of professionals working to provide health care in Canada, including professionals in public, private and community-based care, such as:
  - 1.6.1 physicians
  - 1.6.2 nurses
  - 1.6.3 allied health professionals
  - 1.6.4 support workers

- 1.7 outline current statistical trends related to proportionate health care costs in Canada, including:
  - 1.7.1 institutional costs
  - 1.7.2 drug costs
  - 1.7.3 costs to pay medical professionals
  - 1.7.4 costs for preventative and integrative health treatments
- 1.8 describe how each of these trends affects current issues regarding the allocation of resources to fund health care programs, including educational, preventative, integrative and medical treatments and initiatives, and:
  - 1.8.1 outline current initiatives of Alberta Health and Wellness
  - 1.8.2 predict future initiatives based on trends
  - 1.8.3 predict the future roles for health care providers based on trends
- 1.9 explain how standards for quality care are established, including:
  - 1.9.1 governance of physicians
  - 1.9.2 governance of nurses
  - 1.9.3 governance of other health care professionals
  - 1.9.4 role of Canadian Council on Health Services Accreditation, including indicators of performance in the system such as access, performance outcomes and cost effectiveness
  - 1.9.5 the processes of quality improvement and accreditation in health care facilities
- 1.10 differentiate between a passive and active consumer of health care services and the personal and social consequences of the decision to be active or passive
- 1.11 summarize the present and future roles of the community, private industry and family in the provision of health services
- 1.12 compare cultural perspectives on shared roles in providing health care
- 2. describe legal obligations for people providing services in health care, community support, volunteer and recreation settings**
  - 2.1 summarize the current provincial legislation governing professional protocols when providing care to adults and children in a variety of settings
  - 2.2 outline the purpose and provisions of the:
    - 2.2.1 *Child, Youth and Family Enhancement Act*
    - 2.2.2 *Dependent Adults Act*
    - 2.2.3 *Protection for Persons in Care Act*
    - 2.2.4 *Occupational Health and Safety Code* (specifically Part 28 “Working Alone”)
  - 2.3 describe the importance of maintaining patient and client confidentiality
  - 2.4 identify situations in which sharing client information is necessary
  - 2.5 recommend appropriate measures for preventing accusations of impropriety, especially when working with and caring for children and members of the opposite gender
  - 2.6 compare the protocols and reporting requirements for reporting suspicions of abuse as outlined in the *Child, Youth and Family Enhancement Act*, the *Abuse Prevention and Response Protocol*, and the *Protection for Persons in Care Act*
- 3. apply principles and legal obligations related to effective written communication for health and support care workers, volunteers and recreation leaders**
  - 3.1 describe the purpose and function of the *Freedom of Information and Protection of Privacy Act* (FOIPP)
  - 3.2 describe the purpose and function of the *Personal Information Protection Act* (PIPA)
  - 3.3 describe protocols related to electronic consents
  - 3.4 describe the role and significance of various forms used in health care, community support, volunteer and recreation settings, including:
    - 3.4.1 medical release forms
    - 3.4.2 parental permission forms
    - 3.4.3 incident reports
    - 3.4.4 consent to release information forms

- 3.5 differentiate between subjective and objective content in written communication
- 3.6 prepare written reports, demonstrating principles of professional documentation for a variety of forms (medical release forms, parental permission forms, incident reports and consents), including:
  - 3.6.1 identifying examples of factual information that may be legally required for routine documentation
  - 3.6.2 writing documentation in ink
  - 3.6.3 correcting errors using standard procedures for legal documentation
  - 3.6.4 reporting events in chronological order
  - 3.6.5 ensuring accuracy of information by using direct quotes and concrete information (in plain language)
  - 3.6.6 reporting in a timely manner to aid accuracy
  - 3.6.7 following the protocol of institutions, including never charting for another professional or caregiver
- 3.7 explain the practice of reviewing documentation before completion
- 4. evaluate principles related to ethical practice in health care, community support, volunteer and/or recreation settings**
  - 4.1 describe at least one code of ethics for a profession or practice related to health care, community support or recreation settings
  - 4.2 explain the importance of cultural competence in human services related to health, community support and recreation, including:
    - 4.2.1 developing an awareness of cultural diversity, cultural worldview and the potential impact on the provision of care
    - 4.2.2 developing communication skills to effectively interact with people across cultures
  - 4.3 differentiate between personal ethics and professional ethics
  - 4.4 define *ethics*, *values* and *ethical issues*
  - 4.5 differentiate between law and ethics
  - 4.6 identify situations with legal implications from health care, community support, volunteer, and/or sport and recreation settings, including:
    - 4.6.1 actions that are criminal or quasi criminal
    - 4.6.2 actions that breach a legal contract
    - 4.6.3 actions or information indicating there are reasonable grounds to believe that a child is in need of protection
    - 4.6.4 actions that are discriminatory
    - 4.6.5 actions that constitute harassment
    - 4.6.6 actions that could constitute negligence
  - 4.7 identify ethical issues that could arise in health care, volunteer, community support and/or recreation settings
  - 4.8 demonstrate the steps in ethical decision making when faced with an ethical issue in health care, volunteer, community support and/or sport and recreation settings, including:
    - 4.8.1 establishing the facts of the situation
    - 4.8.2 determining whether the situation involves legal or ethical issues
    - 4.8.3 taking appropriate action, if legal implications are indicated
    - 4.8.4 identifying options and possible consequences related to internal influences on decision making, such as previous experience and personal values and circumstances, if the issue is ethical
    - 4.8.5 identifying options and possible consequences related to external influences on decision making, such as economic and political aspects, gravity and/or urgency of decision and organizational, institutional and/or social implications, if the issue is ethical
    - 4.8.6 justifying a decision to act or not act

- 4.9 examine and present on an emerging ethical issue related to working in health care, volunteer, community support and/or sport or recreation settings, such as:
  - 4.9.1 use of personal directives
  - 4.9.2 pain management
  - 4.9.3 drug use and performance enhancement in sport
- 5. describe the consequences of violating professional legal standards and ethics**
  - 5.1 compare professional misconduct, negligence and malpractice as they relate to health care and recreation providers
  - 5.2 outline the professional and legal consequences and penalties for violating professional standards and ethics in health care, community support, volunteer and/or recreation settings
- 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 HSS3020: MENTAL HEALTH & WELLNESS**

**Level:** Advanced

**Prerequisite:** HSS1010: Health Services Foundations

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

**Supporting Courses:** CCS2040: Integrative Health  
CCS3030: Aging  
HCS2050: Nervous System & Senses  
HSS1030: Communication Skills for Health Professionals  
HSS2030: Perspectives on Interpersonal Relationships

**Outcomes:** The student will:

### **1. evaluate principles related to stress and stress management**

- 1.1 define *mental health*
- 1.2 describe how life changes and crises affect levels of stress; e.g., physical causes, emotional causes, stress related to work, psychological stressors, financial pressures, unrealistic expectations
- 1.3 differentiate between positive stress and negative stress, including the role of personal perception, by:
  - 1.3.1 describing how negative, anticipatory thought patterns and limiting language can affect personal perceptions of stress
  - 1.3.2 describing how positive stress can potentially impact performance
- 1.4 explore different assessment tools used to evaluate levels of stress
- 1.5 evaluate personal stress levels
- 1.6 describe the effects of stress on individuals, including:
  - 1.6.1 how stress affects health and wellness
  - 1.6.2 physical signs and symptoms of stress
  - 1.6.3 psychological signs of stress
- 1.7 evaluate the concept of resiliency as an adaptive coping skill and describe:
  - 1.7.1 factors that help promote resiliency in the face of stress and adversity
  - 1.7.2 risk factors that inhibit resilient responses to stress
- 1.8 summarize several community resources available to assess resiliency and help individuals with stress and crises management
- 1.9 describe common maladaptive reactions to stress and crises, including the use of addictive substances

- 1.10 recommend preventative lifestyle choices required to prevent and manage stress, including choices related to cultural beliefs and practices, by:
  - 1.10.1 describing the relationship of active living to stress management
  - 1.10.2 describing the relationship of proper nutrition to stress management
  - 1.10.3 describing the significance of time management skills to stress management
  - 1.10.4 describing energy level management skills, including sleep, opportunities for relaxation and methods of reducing anxiety
  - 1.10.5 evaluating support networks and their impact on stress management
- 1.11 describe various biases and stereotypes that exist regarding mental health conditions
- 1.12 examine medical and integrative health treatments available to manage stress
- 2. explain the basic pathology and treatment of a variety of mental health conditions**
  - 2.1 define terms related to mental health and psychology
  - 2.2 examine signs and symptoms that may indicate a potential mental health condition
  - 2.3 differentiate between feeling depressed (sadness) and clinical depression
  - 2.4 describe the effects of hormonal changes and imbalances on mental health, including hormonal changes related to pregnancy, birth and menopause
  - 2.5 describe factors that influence mental health conditions, including genetic history
  - 2.6 examine medical and integrative health treatments available for mental health conditions
  - 2.7 justify the importance of a multidisciplinary health care team approach to managing and treating a mental health condition
  - 2.8 explain the social, emotional and economic impacts of a mental health condition on the individual, family, peers and the community
  - 2.9 summarize community resources available for people living with mental health conditions
  - 2.10 summarize community resources available for families and friends of people living with mental health conditions
  - 2.11 describe the various types of therapeutic environments available in the community for people requiring help with mental health conditions, including:
    - 2.11.1 acute care or active treatment unit
    - 2.11.2 regional psychiatric centre
    - 2.11.3 rehabilitation centre
    - 2.11.4 community mental health or guidance centre
    - 2.11.5 community group home
- 3. describe considerations for recognizing and reporting suspicions of risk to an individual's safety**
  - 3.1 discuss signs and symptoms that may indicate a risk to an individual's safety or well-being
  - 3.2 identify appropriate methods for reporting a suspicion of risks to an individual's safety or well-being
  - 3.3 describe the limitations of personal capacity in dealing with issues related to an individual's safety or well-being
- 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 HSS3050: BECOMING A MENTEE**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students build a personal profile to engage as a mentee in a successful mentoring relationship to explore career and/or personal goals for citizenship or volunteering in their community.

**Supporting Courses:** HSS1030: Communication Skills for Health Professionals  
HSS1050: Introduction to Mentorship

**Outcomes:** The student will:

### **1. demonstrate strategies for building a personal profile in preparation for the mentee role in a mentoring relationship**

- 1.1 define *mentorship*, *mentee* and *mentor*
- 1.2 summarize the characteristics of a successful mentoring relationship
- 1.3 list the benefits of mentoring relationships to the:
  - 1.3.1 mentee
  - 1.3.2 mentor
  - 1.3.3 community, including the school community
- 1.4 outline strategies for assessing personal strengths, development and resiliency, including strategies for assessing:
  - 1.4.1 personal skills and abilities
  - 1.4.2 learning preferences
  - 1.4.3 emotional quotient
  - 1.4.4 beliefs, values and attitudes
- 1.5 build a personal profile, including:
  - 1.5.1 a Development Assets checklist
  - 1.5.2 a summary of personal strengths identified by completing a Development Assets checklist
  - 1.5.3 a summary of goals for personal development based on results of a Development Assets checklist
  - 1.5.4 a description of personal learning preferences based on assessment using a recognized resource
  - 1.5.5 an evaluation of personal beliefs, values and attitudes based on assessment using a recognized resource
  - 1.5.6 a summary of personal emotional quotient based on assessment using a recognized resource
  - 1.5.7 a summary of personal multiple intelligences based on assessment using a recognized resource

- 1.6 evaluate personal life roles based on a personal profile, including roles for:
  - 1.6.1 career pathways
  - 1.6.2 family relationships
  - 1.6.3 social relationships
  - 1.6.4 citizenship and volunteering
- 2. demonstrate strategies for becoming a mentee in an effective mentoring relationship**
  - 2.1 describe community resources available for meeting goals identified by needs assessment, including:
    - 2.1.1 career goals
    - 2.1.2 citizenship and/or volunteering goals
  - 2.2 select several possible mentors based on life roles identified in personal profiles related to either:
    - 2.2.1 career goals or
    - 2.2.2 citizenship and/or volunteering
  - 2.3 submit a letter(s) of introduction to a prospective mentor(s)
  - 2.4 prepare interview questions
  - 2.5 demonstrate interview skills in a role-playing scenario
  - 2.6 arrange an interview(s)
  - 2.7 conduct an interview(s) with a prospective mentor(s)
  - 2.8 assess the results of the interview(s)
  - 2.9 summarize e-mentorship opportunities available to support personal goals
- 3. build an effective relationship with a mentor**
  - 3.1 describe personal safety considerations for a mentee within a mentoring relationship
  - 3.2 summarize the stages of a mentoring relationship cycle, including:
    - 3.2.1 preparing
    - 3.2.2 discovering and negotiating
    - 3.2.3 building rapport and trust
    - 3.2.4 accomplishing and attaining
    - 3.2.5 wrapping up
  - 3.3 initiate a mentoring relationship with a suitable mentor for either a career or citizenship/volunteering goal
  - 3.4 evaluate the mentoring relationship related to the stages of a mentoring relationship cycle
  - 3.5 exit, negotiate or celebrate the relationship based on evaluation
- 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 HSS3060: EXTENDING THE MENTORING RELATIONSHIP**

**Level:** Advanced

**Prerequisite:** HSS2050: Becoming a Mentor

**Description:** Students demonstrate effective strategies for enhancing resiliency in the context of a mentoring relationship. Students examine unique populations that commonly occur in communities and adapt mentoring activities to meet the needs of supported populations and cultural differences, including differences related to First Nations, Métis and Inuit (FNMI) perspectives.

**Note:** Successful completion of this course enables the student to apply for a certificate of completion for Foundations of Mentoring issued by Big Brothers Big Sisters when they meet the standards and requirements specified.

**Supporting Courses:** HSS1030: Communication Skills for Health Professionals  
HSS2030: Perspectives on Interpersonal Relationships  
HSS3050: Becoming a Mentee  
HSS3070: Peer Mentoring

**Outcomes:** The student will:

### **1. demonstrate effective strategies for enhancing resiliency in the context of a mentoring relationship**

- 1.1 define *resilience*
- 1.2 describe the characteristics of resilience
- 1.3 describe protective factors that enhance resilience, including:
  - 1.3.1 caring and support
  - 1.3.2 high expectations
  - 1.3.3 participation
- 1.4 analyze personal protective factors and resilience
- 1.5 lead a mentee through activities to discover his or her own protective factors
- 1.6 analyze protective factors and resilience for the mentee based on activities designed to discover factors
- 1.7 select activities for the mentee that build an environment to enhance their resilience
- 1.8 justify the importance of resilience, for both the mentee and mentor, to the advancement of a successful mentoring relationship

### **2. demonstrate effective mentoring skills within the context of a mentoring relationship**

- 2.1 demonstrate proficient communication skills in the mentoring relationship
- 2.2 apply SMART goals (specific, measurable, achievable, realistic, timely) to the mentoring relationship
- 2.3 modify mentoring activities based on the specific needs of a mentee
- 2.4 lead the mentee through several mentoring activities
- 2.5 assess the success of several mentoring activities
- 2.6 assess the effectiveness of the mentoring relationship based on the SMART goals established
- 2.7 justify the importance of celebrating:
  - 2.7.1 achievements related to goals
  - 2.7.2 benefits of the relationship

- 2.8 demonstrate skills for either wrapping up or renegotiating a mentoring relationship
- 2.9 apply the knowledge available for mentorship support through recognized mentoring organizations and resources, including:
  - 2.9.1 Alberta Mentoring Partnership
  - 2.9.2 Mentoring Canada
- 3. demonstrate mentoring approach skills for unique populations in an actual mentoring relationship**
  - 3.1 describe characteristics of supported populations commonly occurring:
    - 3.1.1 in a specific community
    - 3.1.2 in Alberta
  - 3.2 modify mentoring activities for working with a specific supported population, such as individuals living with:
    - 3.2.1 physical disabilities
    - 3.2.2 attention deficit disorder
    - 3.2.3 oppositional defiant disorder
    - 3.2.4 learning disabilities
  - 3.3 outline examples of cultural differences that exist within a specific community
  - 3.4 describe examples of cultural differences that could exist in mentoring relationships
  - 3.5 describe First Nations, Métis and Inuit (FNMI) cultural perspectives that influence mentoring relationships
  - 3.6 plan adapted mentoring strategies acknowledging a specific cultural difference, including a strategy based on FNMI perspectives
- 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 HSS3070: PEER MENTORING**

**Level:** Advanced

**Prerequisites:** HSS1080: Leadership Fundamentals 1  
HSS3050: Becoming a Mentee  
HSS3060: Extending the Mentoring Relationship

**Description:** Students examine the Positive Youth Development Model and assist in the planning, facilitation and assessment of a peer mentoring program for a specific community.

**Parameters:** Access to an existing Peer Mentoring program or a Peer Mentoring program that is being initiated.

**Supporting Courses:** CCS3080: Community Enhancement  
HSS1030: Communication Skills for Health Professionals  
HSS1040: Developing Maturity & Independence  
HSS2030: Perspectives on Interpersonal Relationships  
HSS2080: Leadership Fundamentals 2

**Outcomes:** The student will:

### **1. evaluate the Positive Youth Development (PYD) model**

- 1.1 explain the key components (the five Cs) of PYD, including:
  - 1.1.1 competence
  - 1.1.2 confidence
  - 1.1.3 connection
  - 1.1.4 character
  - 1.1.5 caring
- 1.2 assess the value of mentoring for positive youth development
- 1.3 predict how a mentoring relationship could support positive youth development

### **2. demonstrate basic planning strategies while assisting with an effective peer mentoring program in a specific community**

- 2.1 compare and contrast variations of peer mentoring, including:
  - 2.1.1 peer-to-peer mentoring
  - 2.1.2 cross-age peer mentoring
- 2.2 describe the benefits of a peer mentoring program in multiple communities, including:
  - 2.2.1 elementary schools
  - 2.2.2 secondary schools
  - 2.2.3 adult communities
  - 2.2.4 seniors communities
- 2.3 share personal peer mentoring experiences with the project team to determine strengths related to mentoring of team members
- 2.4 assist in performing a needs assessment for a specific community where a peer mentoring program exists or is being initiated, including the collection of information regarding:
  - 2.4.1 academic needs
  - 2.4.2 social needs

- 2.4.3 career needs
- 2.4.4 emotional needs
- 2.5 collect information necessary in assisting other mentoring administrators to develop capacity for a peer mentoring project, such as information related to:
  - 2.5.1 necessary permissions
  - 2.5.2 facilities and equipment resources
  - 2.5.3 financial resources
  - 2.5.4 human resources
  - 2.5.5 scheduling
  - 2.5.6 advertising
  - 2.5.7 recognition
- 2.6 assist in surveying a specific community to identify individuals seeking mentorship
- 2.7 assist in analyzing data from the survey to determine the capacity for matching mentees and mentors
- 2.8 participate in setting goals for a peer mentoring program based on the results of a needs assessment
- 2.9 justify a course of action decided on by the administration of a peer mentoring program
- 3. assist with building and/or facilitating a peer mentoring program to support a specific community**
  - 3.1 demonstrate effective communication skills while building and/or participating in a mentoring program
  - 3.2 establish effective relationships with community leaders
  - 3.3 assist with creating matches between mentors and mentees based on survey results from a needs assessment
  - 3.4 assist with assessing the effectiveness of the matches between mentors and mentees as the mentorship relationships evolve
  - 3.5 demonstrate strategies for supporting mentoring relationships in the program, including:
    - 3.5.1 anticipating supportive resources that may be required to support the mentees and mentors in the program
    - 3.5.2 gathering recognized mentorship resources that may be useful
    - 3.5.3 providing supportive resources to mentors and/or mentees in the program based on needs that arise
- 4. assist with the evaluation of a new or existing mentorship program**
  - 4.1 assist with the collection of quantitative and qualitative information about the program from:
    - 4.1.1 mentees
    - 4.1.2 mentors
    - 4.1.3 community leaders
  - 4.2 analyze the information in relation to goals
  - 4.3 support mentors and mentees to renegotiate and/or exit relationships where appropriate under the direction of program administrators
  - 4.4 assist with planning for succession or completion of a mentoring program
  - 4.5 justify the importance of celebrating the program, including:
    - 4.5.1 achievements related to goals
    - 4.5.2 benefits of the mentoring relationships
- 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 HSS3080: LEADERSHIP FUNDAMENTALS 3**

**Level:** Advanced

**Prerequisite:** HSS2080: Leadership Fundamentals 2

**Description:** Students analyze the function and development of a leadership team using Systems Theory, Systems Thinking Theory and Change Theory related to leadership. Students plan for the development of an effective team and demonstrate leadership skills while leading a leadership team.

**Outcomes:** The student will:

- 1. analyze the function and development of a specific leadership team using Systems Theory and Systems Thinking Theory**
  - 1.1 define terms related to:
    - 1.1.1 Systems Theory and Systems Thinking Theory
    - 1.1.2 integrative thinking
    - 1.1.3 appreciative inquiry
  - 1.2 summarize the basic concepts of Systems Theory, integrative thinking, appreciative inquiry as they relate to organizational leadership
  - 1.3 differentiate between appreciative inquiry and traditional problem-solving methodologies
  - 1.4 analyze the relationship between Systems Theory and appreciative inquiry as they relate to the goals of a specific leadership team
  - 1.5 explain the core components of Systems Thinking Theory, including:
    - 1.5.1 personal mastery
    - 1.5.2 mental models
    - 1.5.3 shared vision
    - 1.5.4 team learning
  - 1.6 chart a feedback loop based on experience with a leadership team
  - 1.7 identify leverage points available to the goals of a specific leadership team
  - 1.8 identify challenges related to the goals of a specific leadership team
- 2. analyze the function and development of a specific leadership team using principles of Change Theory**
  - 2.1 define terms related to Change Theory, including:
    - 2.1.1 *change*
    - 2.1.2 *organizational change and development*
    - 2.1.3 *change management*
    - 2.1.4 *change agent*
  - 2.2 summarize how Change Theory relates to team functioning and effectiveness
  - 2.3 analyze key changes that have occurred related to the function of a specific leadership team
- 3. apply Systems Theory and Change Theory to the development of high performing teams**
  - 3.1 define essential terms related to effective team building, including:
    - 3.1.1 *empowerment*
    - 3.1.2 *collaboration*
    - 3.1.3 *team building*
    - 3.1.4 *team-building culture*
    - 3.1.5 *high performing teams*
  - 3.2 describe essential components of effective team building
  - 3.3 create a team-building exercise
  - 3.4 differentiate between team building and team development

- 3.5 describe the characteristics of high performing teams that are:
  - 3.5.1 functional
  - 3.5.2 dysfunctional
- 3.6 compare recognized assessment tools related to team functioning, including tools for:
  - 3.6.1 group roles such as Benne and Sheats' group roles and the Belbin Team Inventory
  - 3.6.2 peer coaching such as the GROW model and 360 degree feedback
- 4. demonstrate effective leadership skills while leading a team**
  - 4.1 review a current, personal plan for leadership growth development by:
    - 4.1.1 designing SMART (specific, measureable, attainable, realistic, timely) goals for personal leadership skill development
    - 4.1.2 designing strategies to achieve the goals
    - 4.1.3 evaluating progress
  - 4.2 lead at least one team-building exercise
  - 4.3 demonstrate effective communication skills to:
    - 4.3.1 empower individuals' strengths within the team
    - 4.3.2 identify challenges that inhibit effective team functioning
  - 4.4 establish team culture and norms
  - 4.5 complete periodic team assessments using:
    - 4.5.1 an appreciative inquiry lens
    - 4.5.2 recognized assessment tools
  - 4.6 develop plans for team building and growth based on assessments
  - 4.7 teach essential elements of team building and/or team development to the members of a specific leadership team based on the needs of the 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 HSS3090: GOVERNANCE & LEADERSHIP**

**Level:** Advanced

**Prerequisite:** None

**Description:** Students examine the roles and functions of various governance structures including the evaluation of a constitution. Students lead and participate in meetings run by Robert's Rules of Order.

**Outcomes:** The student will:

### **1. explain the roles and functions of various governance structures**

- 1.1 define government and terms related to government, including:
  - 1.1.1 *governance*
  - 1.1.2 *administration*
  - 1.1.3 *board*
  - 1.1.4 *council*
  - 1.1.5 *committee*
  - 1.1.6 *constitution*
- 1.2 differentiate between governance, government and administration, including how these concepts relate to the development of policies and laws
- 1.3 differentiate between elected and non-elected members of a governance structure
- 1.4 describe the roles and responsibilities of key people in a governance structure, including:
  - 1.4.1 president and/or chairperson
  - 1.4.2 vice-president
  - 1.4.3 secretary
  - 1.4.4 treasurer
- 1.5 describe the roles and responsibilities of people who influence decisions made in a governance structure, including:
  - 1.5.1 voting members
  - 1.5.2 stakeholders
  - 1.5.3 members at large
  - 1.5.4 visitors and invited guests
- 1.6 summarize the functions of various governance structures in a community
- 1.7 justify the need for governance structures in society

### **2. demonstrate strategies for participating effectively in a meeting**

- 2.1 describe the basics of Robert's Rules of Order
- 2.2 conduct an effective meeting by:
  - 2.2.1 applying strategies appropriate for conducting informal and formal meetings
  - 2.2.2 describing the characteristics of effective meetings
  - 2.2.3 creating an agenda
  - 2.2.4 applying Robert's Rules of Order to conduct a meeting
- 2.3 demonstrate effective participation in a meeting
- 2.4 evaluate the meeting process as a leader and participant
- 2.5 summarize the roles and functions of various governance structures related to a specific community

- 3. evaluate the constitution of a specific governance structure**
  - 3.1 evaluate the components of the constitution, including:
    - 3.1.1 clearly articulated vision
    - 3.1.2 process for decision making
    - 3.1.3 process for the implementation of decisions
    - 3.1.4 clearly developed policies and bylaws
    - 3.1.5 clearly defined procedures for functions, including financial functions, voting procedures and succession planning
  - 3.2 recommend revisions where appropriate
  - 3.3 create a motion to amend or approve a constitution
- 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 HSS3910: HSS 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 HSS3920: HSS 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 HSS3950: HSS 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