



SCHOOL DISTRICT NO. 73
(Kamloops-Thompson)

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District No.73 (Kamloops-Thompson)	School District/Independent School Authority Number (e.g., SD43, Authority #432): SD73
Developed by: Amrita Ollek	Date Developed: May 15, 2024
School Name: Career Development Department SD73	Principal's Name: Rick Kienlein
Superintendent Approval Date (for School Districts only): June 10, 2024	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: June 10, 2024	Board/Authority Chair Signature:
Course Name: Health Career Sampler	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Science 10

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

This course is designed to provide students with an awareness and knowledge of the careers in the health care system. Using various strategies, students will determine their interests and skills to construct pathways for future exploration in health-related careers. Emphasis will be placed on incorporating violence prevention, health, wellness, safety and Indigenous cultural safety and humility standards. Indigenous Ways of Learning and intercultural awareness are also key components of this course.

The course includes a mandatory Core Module with an additional eight modules, of which at least three are required to be taught. Each module is designed to be covered within 30 hours of instruction. The Core Module includes information that is important to all health-related careers.

Topics covered within the Core Module include:

- Cultural Safety and Humility Standards
- Empathetic Relationship Building
- Safety
- Ethical and Legal issues
- Health and Wellness
- Anatomy and Physiology
- Medical Terminology
- Medical Mathematics
- Pathways and Careers in Healthcare

The other modules contain content specific to a health career occupation. They include:

- Nursing
- Respiratory Therapy
- Health Care Aid
- Laboratory Services
- Diagnostic Medical Imaging
- Mental Health and Addiction
- Pharmacy Services
- Physical and Occupational Therapy

Educators are encouraged to structure the delivery of course content in a manner that best suits students' needs while ensuring students experience at least three health career occupation modules as well as the Core Module.

Goals and Rationale:

- Expand students' awareness and knowledge of in-demand careers within the public health care system.
- Present strategies for matching students' skills and interests to in-demand health careers.
- Link to and inform students about pathways for future health career study/exploration, such as work experience, dual credit, and post-secondary programming.
- Incorporate cultural safety and humility standards, violence prevention, health, wellness, and safety as core tenets.
- Ensure Indigenous ways of learning and access for Indigenous students are key considerations.

Aboriginal Worldviews and Perspectives:

- As with all BC curriculum, the First Peoples Principles of Learning will be embedded in the learning environment.
- Students will learn skills to build empathetic relationships in a health care environment.
- Understanding of the cultural safety and humility standards in health care educates students about the history of Indigenous peoples' experiences with health care. With this understanding, students will learn the importance of fostering humility, building trust and demonstrating respect for all clients of the health care system.
- Student learning can involve engagement with the land through education about traditional plant medicine and Indigenous perspectives on health and wellness. These experiential learning opportunities can be facilitated by an Elder or Knowledge Keeper of the local Indigenous community. Appropriate processes and protocols will be adhered to when inviting an Elder or Knowledge Keeper to participate in course activities.
- Emphasis on identity can be facilitated in learners engaging in personal inventories of their skills, interests, and strengths to explore health care career opportunities best suited to them.
- Storytelling is an integral part of learning and will be represented in students' experiences learning from professionals in health care and their stories. The sharing of experiences through class discussions and journaling will further facilitate the development of storytelling skills and self-reflection.

BIG IDEAS

The health care system can be complex and challenging. Navigating the system often comes with cultural and social barriers.

Health care professionals have foundational knowledge and skills that span all health care careers.

Empathy and cultural understanding are essential skills for safe interactions in health care environments.

Careers in health care require various levels of education, training, and personal and practical skill sets.

Health care professionals are required to act in an ethical and confidential manner.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ❖ Examine <ul style="list-style-type: none"> ➤ Identify risks and prevention/mitigation skills for unsafe practices or harmful situations in the health care environment for both health care workers as well as patients and their care givers ➤ Identify components for healthy lifestyles for all individuals taking into consideration the local context ➤ Identify and use appropriate anatomical and medical terminology, and metric systems for various practical applications ➤ Research the history of the cultural safety and humility standards for BC to develop an awareness as it pertains to health care in BC, and more specifically to the local region ❖ Interact <ul style="list-style-type: none"> ➤ Demonstrate skills for healthy and safe practice through interactions with peers as well as with community connections ➤ Apply understanding of learned knowledge and skills to simulated scenarios or case studies ➤ Practice the use of appropriate medical conventions for various practical applications ➤ Engage with the local communities to expand awareness of the cultures, in particular, local Indigenous cultures. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ❖ Personal career knowledge and skills development <ul style="list-style-type: none"> ➤ Strategies for building empathetic relationships ➤ Safety in health care <ul style="list-style-type: none"> ▪ Violence prevention in the health care environment ➤ Health and wellness <ul style="list-style-type: none"> ▪ Importance of health and wellness in health care ▪ Components contributing to overall health and wellness for all individuals ➤ Basic human anatomy and physiology ➤ Basic medical terminology ➤ Basic medical mathematics ➤ Ethical and legal issues ❖ Connections with community <ul style="list-style-type: none"> ➤ Cultural safety and humility ➤ Intercultural awareness <ul style="list-style-type: none"> ▪ Indigenous-specific content ▪ Specific local cultural considerations

❖ Experience

- **Investigate and explore** a variety of practical exercises performed by various health care workers through:
 - Laboratory activities
 - Case Studies
 - Simulations
 - Virtual or in-person job shadowing
- Synthesize and evaluate **personal knowledge and skills** and how they align with various health care professions.
- Participate in a variety of learning opportunities that gives exposure to **practical applications** in health care
- Critically analyze and evaluate health career information to identify bias

❖ Share

- Reflect on experiences in school and out of school, **assess development of the Core Competencies**, and share highlights of the learning journey
- Outline **flexible plans** for careers in health care

❖ Career-life planning

- **Pathways and careers in health care**
(choose 3 careers to explore in depth)
 - Nursing
 - Respiratory Therapy
 - Health Care Aid
 - Laboratory Services
 - Diagnostic Medical Imaging
 - Mental Health and Addiction
 - Pharmacy Services
 - Physical and Occupational Therapy

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- ❖ **Risks and prevention/mitigation skills**
 - Using case studies to understand safety and violence risks in health care
 - Prevention or mitigation of unsafe or harmful situations through professional training
- ❖ **Practical applications**
 - Measuring physical metrics and vital signs
 - Understanding of charting, creating patient assessments, moving patients, medication administration, interacting safely and empathetically with patients
 - CPR and/or First Aid courses, or other certifications
 - Skills specific to the careers that are explored more in-depth in the course
- ❖ **Community connections**
 - Provide multiple opportunities for students to engage with professionals in the community to learn practical skills, observe interactions of professionals with patients to identify professional and safe practice in a health care setting
- ❖ **Simulated scenarios or case studies**
 - Connecting with and using local post-secondary simulation labs, online videos, or creating scenarios through story and fictional medical scenarios for students to discuss research-informed practice from various health care perspectives
 - Case studies can also provide opportunities for in-depth discussion and learning
- ❖ **Awareness of culture**
 - Learn about the local cultures, specifically local Indigenous cultures, and then engage with members of the cultures to learn about their experiences in health care to better serve these communities
- ❖ **Personal knowledge and skills**
 - Personality and career surveys or personal reflection using journaling
- ❖ **Assess development of Core Competencies**
 - Communication, critical and creative thinking, and personal and social in relation to the learning in the course
 - Write reflections of job shadowing, mentorship experiences, volunteer, or work placement experiences
- ❖ **Flexible plans**
 - Students will be able to map out detailed plans for careers in health care that aligns with their personal skills and well-being

Content – Elaborations

- ❖ Strategies for building **empathetic relationships** in health care: purpose, skills and outcomes
- ❖ **Safety**
 - Understanding safety of patients, personal safety, type of PPE, tools, and equipment available, ergonomics, protection against infectious diseases and response to emergency situations
 - Safety issues in health care and workplace injury prevention
 - Public health strategies for disease prevention
 - The role of health care in violence prevention
 - Recognizing signs of abuse
 - Skills to safely respond to escalating situations
- ❖ **Health and wellness**
 - Important for health care workers as role models in the health care system
 - Behaviours of health and wellness- exercise, nutrition, relationships, sleep habits, stress management, weight control
 - Perspectives- contrasting Western idea of health and wellness with the Indigenous perspective of health and wellness- use of the medicine wheel
 - Social determinants of health <https://thecanadianfacts.org/>
- ❖ **Basic anatomy and physiology**
 - Anatomical terms when referring to human anatomical positions, directions, or body planes, and body organization
 - Basic understanding of physiology of human body, diseases and disorders
- ❖ **Basic medical terminology**
 - Prefixes, suffixes, and common anatomy terms; additional terms related to patient status, disease, tools and equipment, procedures, tests, abbreviations, jargon
- ❖ **Basic medical mathematics**
 - Systems of measurement, common units of measurement, equivalent measurements used by health care workers, unit conversions as they relate to health care, and 24-hour clock. Medicine doses, temperature conversions, measurements for food. Mean, median, mode, BMI, and interpreting different types of graphs
- ❖ **Ethical and Legal issues**
 - Understanding and applying a code of ethics.
 - Steps for ethical decision-making.
 - Cultural diversity and ethical decision-making
 - Informed consent, scope of practice, malpractice, negligence, patient confidentiality, mandatory reporting, laws protecting patients, laws protecting health care workers
- ❖ **Cultural Safety and Humility**
 - Standards for BC- <https://www.fnha.ca/what-we-do/cultural-safety-and-humility>, <https://healthstandards.org/standard/cultural-safety-and-humility-standard/>, <https://nccdh.ca/resources/entry/british-columbia-cultural-safety-and-humility-standard>
 - Use of case studies to understand the need for these standards <https://www.fnha.ca/Documents/FNHA-Remembering-Keegan.pdf>

Content – Elaborations

❖ Intercultural awareness

- Consult with Elders in the community to learn about plant medicine and how it affects different body systems; about rituals/ceremonies/ways of being for birth, health and wellness, and end of life
- Understand local Indigenous traditional protocols or medicines that have been applied to a specific health science related issue
- Understand the importance of Indigenous culture and preserving it
- Understand family structure and communities in rural areas
- Cultural appropriation vs cultural appreciation
- Learn the words for key health care terms in the local language

❖ Pathways to careers in healthcare

- Understanding recruitment and retention issues in the health care sector
- Looking at health care career clusters, pathways, and ladders
- Understanding education and credentials for various health care professions
- Learning and practicing the practical skills for basic assessment in health care
- Conducting career skills and interests' surveys
- Job shadowing, mentorship programs, or volunteer work experience in health care facilities
- Becoming an Indigenous Patient Navigator

Recommended Instructional Components:

- Direct Instruction
- Demonstration and skills practice
- Guest speakers, Interviews
- Field trips, Job-shadowing, experiential learning activities
- Case Studies
- Simulations, Lab work
- Projects

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Students will participate in a variety of learning processes such as:
 - Journaling, self-assessment, class discussions and activities, lab activities, assignments, projects and presentations
 - Formative assessment practices that include descriptive feedback to support student learning
 - Triangulation of data that includes conversations, observations and products

Learning Resources:

- SD73 Health Career Sampler 12 Teacher Resource Guide
- Cultural Safety and Humility
 - *Cultural Safety and Humility: Video series*. (2024). BCCNM. Retrieved February 15, 2024, from https://www.bccnm.ca/Public/cultural_safety_humility/Pages/standard.aspx
 - *Cultural Safety and Humility Standard*. (2024). First Nations Health Authority. Retrieved February 16, 2024, from <https://www.fnha.ca/what-we-do/cultural-safety-and-humility>
 - Nickerson, M. (2019, December). *Cultural Safety and Humility*. First Nations Health Authority. Retrieved February 15, 2024, from <https://www.fnha.ca/Documents/FNHA-BC-Tripartite-Agreement-Case-Study-Cultural-Safety-and-Humility.pdf>
 - *REMEMBERING KEEGAN*. (2015, September 16). First Nations Health Authority. Retrieved February 23, 2024, from <https://www.fnha.ca/Documents/FNHA-Remembering-Keegan.pdf>
- Building Empathetic Relationships
 - Mercer, S. W., & Reynolds, W. J. (2022, October). Empathy and quality of care. *British Journal of General Practice*, 52, S9-S13. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1316134/pdf/12389763.pdf>
 - Monteiro, I. (2022, December 12). *Empathy in Health Care: 11 Tips To Improve This Skill*. Indeed. Retrieved March 4, 2024, from <https://www.indeed.com/career-advice/career-development/empathy-in-healthcare>
- Safety in Health Care
 - *Health care & social services*. (2024, May 2). WorkSafeBC. <https://www.worksafebc.com/en/health-safety/industries/health-care-social-services>
 - *Patient safety*. (2023, September 11). World Health Organization (WHO). Retrieved February 22, 2024, from <https://www.who.int/news-room/fact-sheets/detail/patient-safety>
 - *Social Determinants of Health - Global*. (2024). World Health Organization (WHO). Retrieved February 23, 2024, from <https://www.who.int/teams/social-determinants-of-health/violence-prevention>
 - The Joint Commission, Division of Healthcare Improvement. (2019, January). De-escalation in health care. *Quick Safety*, (47), 1-5. https://www.jointcommission.org/-/media/tjc/documents/resources/workplace-violence/qs_deescalation_1_28_18_final.pdf
 - *When Words Break Bones, Without Sticks and Stones: Lesson Plan*. (2018). Global Health Education and Learning Incubator at Harvard University. <http://repository.gheli.harvard.edu/repository/12241>
 - Winger, Dorothy, and Susan Blahnik. (2023). Chapter 2 Safety-A Priority for Health Science Workers. In *Introduction to Health Science*. 2nd ed., Tinley Park, Goodheart-Wilcox Publisher.

- Health and Wellness
 - Bearhead, C., & Bearhead, W. (2022, March 25). *Siha Tooskin Knows - book series*. BC Teachers' Federation. Retrieved March 5, 2024, from <https://www.bctf.ca/classroom-resources/details/siha-tooskin-knows---book-series>
 - Brokenleg, M. (Director). (2015). *First Peoples Principles of Learning* [Film; YouTube]. <https://martinbrokenleg.com/video> (Original work published 2013)
 - *ELDER/TRADITIONAL KNOWLEDGE KEEPERS (TKK) PROTOCOLS FOR SCHOOLS*. (n.d.). School District 73. Retrieved March 1, 2024, from <http://www.sd73.bc.ca/en/schools-programs/resources/Aboriginal-Education/Documents/Protocols-for-Elder-and-Traditional-Knowledge-Keepers.pdf>
 - *First Nations Perspective on Health and Wellness*. (2024). First Nations Health Authority. Retrieved March 5, 2024, from <https://www.fnha.ca/wellness/wellness-for-first-nations/first-nations-perspective-on-health-and-wellness>
 - Government of BC. (2023, November 29). *Well-Being*. HealthLink BC. Retrieved March 12, 2024, from <https://www.healthlinkbc.ca/mental-health-substance-use/well-being>
 - *Healthy Living*. (2024). BC Healthy Living Alliance | Working together to promote wellness and prevent chronic disease. Retrieved March 6, 2024, from <https://www.bchealthyliving.ca/>

- Ethical and Legal Issues
 - Future Doc. (2021, December 5). *The 4 Pillars of Medical Ethics*. YouTube. Retrieved February 27, 2024, from <https://youtu.be/1p8Z-K4LkxU?si=kAkMkfyld5Cy0SGL>
 - Health Canada. (2015). *CANADA HEALTH ACT*. Canada.ca. Retrieved February 23, 2024, from https://www.canada.ca/content/dam/hc-sc/migration/hc-sc/hcs-sss/alt_formats/pdf/pubs/cha-ics/2015-cha-lcs-ar-ra-eng.pdf
 - Simmers, L. M., Simmers-Nartker, K., & Simmers-Kobelak, S. (2018). Chapter 5 Legal and Ethical Responsibilities. In *DHO Health Science Updated, Soft Cover* (8th ed.) (pp.106-122). Cengage Learning.

- Anatomy and Physiology
 - CrashCourse. (2015, January 6). *Introduction to Anatomy & Physiology: Crash Course Anatomy & Physiology #1*. YouTube. Retrieved March 13, 2024, from <https://youtu.be/uBGI2BujkPQ?si=fW1Q87oemjUmo-Lp>
 - Joe, N. (2015, November 9). *Directional terms and body planes: Anatomy*. Kenhub. Retrieved March 13, 2024, from <https://www.kenhub.com/en/library/anatomy/directional-terms-and-body-planes>
 - *Introduction to human body systems | Health and medicine*. (n.d.). Khan Academy. Retrieved March 13, 2024, from <https://www.khanacademy.org/science/health-and-medicine/human-anatomy-and-physiology>
 - Infinity Learn NEET. (2020, April 13). *Types of Diseases | Infectious Diseases | Disorders| Human Health and Disease*. YouTube. Retrieved March 13, 2024, from <https://youtu.be/8919Zm8Gi4U?si=kNr-uTq8N8o9xJ0v>

- Medical Terminology
 - Slyter, K. (2020, June 29). *Basic Medical Terms: 101 Terms Every Future Healthcare Pro Should Know*. Rasmussen University. Retrieved March 7, 2024, from <https://www.rasmussen.edu/degrees/health-sciences/blog/basic-medical-terms/>
 - Winger, D., & Blahnik, S. (2023). Chapter 17 Medical Terminology and Body Organization. In *Introduction to Health Science*. 2nd ed., Goodheart-Wilcox Publisher.

- Medical Mathematics
 - Simmers, L. M., Simmers-Nartker, K., & Simmers-Kobelak, S. (2018). Chapter 13 Medical Math. In *DHO Health Science Updated, Soft Cover* (8th ed.) (pp.338-360). Cengage Learning.

- Pathways and Careers in Health Care
 - BC Ministry of Education. (n.d.). *Career Zone: Health Care*. Gov.bc.ca. Retrieved February 26, 2024, from https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/career-and-skills/toolkit/careerzones/careerzone_health.pdf
 - EducationPlannerBC. (n.d.). *Welcome to EducationPlannerBC*. EducationPlannerBC. Retrieved March 4, 2024, from <https://www.educationplannerbc.ca/>
 - Government of Canada. (2024, March 19). *Career Quiz Abilities*. Job Bank. Retrieved March 4, 2024, from <https://www.jobbank.gc.ca/abilities>
 - Government of Canada. (2024, March 19). *Career Quiz Interests*. Job Bank. Retrieved March 4, 2024, from <https://www.jobbank.gc.ca/workpreference>
 - Government of Canada. (2024, March 19). *Career Quiz Work activities*. Job Bank. Retrieved March 4, 2024, from <https://www.jobbank.gc.ca/dpt>
 - Interior Health. (n.d.). *High School Students Opportunities*. Interior Health. Retrieved March 8, 2024, from <https://www.interiorhealth.ca/careers/students/high-school-students#where-can-i-find-out-more-about-health-care-careers->
 - Indeed. (n.d.). *Career Advice*. Indeed. Retrieved March 8, 2024, from <https://ca.indeed.com/career-advice/search?q=health+care+careers>
 - Indeed. (n.d.). *Indeed*. YouTube. Retrieved March 8, 2024, from <https://www.youtube.com/@Indeed>
 - Mayo Clinic. (2023). *Careers A-Z - Explore Healthcare Careers - Mayo Clinic College of Medicine & Science*. Mayo Clinic College of Medicine and Science. Retrieved March 4, 2024, from <https://college.mayo.edu/academics/explore-health-care-careers/careers-a-z/>
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 - Simmers, L. M., Simmers-Nartker, K., & Simmers-Kobelak, S. (2018). Chapter 3 Careers in Health Care. In *DHO Health Science Updated, Soft Cover*. (8th ed.) (pp.43-82). Cengage Learning.
 - WorkSafeBC. (2023, December 8). *For health care providers*. WorkSafeBC. Retrieved March 7, 2024, from <https://www.worksafebc.com/en/health-care-providers>

- National Science Teachers Association (NSTA):
 - Create an account and pay for membership. This provides access to case studies for numerous topics in science and particularly, ones related to health care, disease and other related topics to health care settings.

- POGIL (Process Oriented Guided Inquiry Learning) activities are also beneficial for developing critical thinking skills which are essential to many health care careers.

Additional Information:

- Charging a fee for the course provides funds for interactive learning software, field trips and/or CPR and First Aid training. Contact local Canadian Red Cross office for further information about training and certification. First Aid/CPR/Basic Life Support course is \$110.00. For Preventing Disease Transmission, there is an online course for \$20 through the Canadian Red Cross.