



PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School, or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I _____ verify that I have reviewed the BAA Course to ensure that it is fully compliant with the School Act (if offered by a Board or Offshore School), the Independent School Act (if offered by an Independent School Authority), the Board Authorized Course Order, policy document Board/Authority Authorized Courses: Requirements and Procedures Guidebook, and for BAA ELL courses, the ELL Guidelines: Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels.

By signing below, I verify that the BAA Course:

- is not preparatory, remedial, or modified
does not significantly overlap with provincial curriculum Content
name reflects the subject area and includes the Grade level
assigned Grade reflects the appropriate level of instruction
credit value appropriately reflects the length and scope of the course
synopsis clearly outlines what a student has gained when the course is completed
goals are general statements of intention that give structure to the curriculum
rationale outlines the importance of the learning to the student and society
embeds Indigenous Worldviews and Perspectives
organizational structure outlines the Content, Curricular Competencies, and Big Ideas
learning standards are assessable and observable and can be understood by students and parents
recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
recommended assessment component aligns with the Principles of Quality Assessment
learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Grade: TRAX Code: (e.g. YVPA)

School District Name and Number:

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal:

Signature: [Handwritten Signature]

Date: February 27, 2024

- Course intended to satisfy the Grade 11 Arts Education/Applied Design, Skills, and Technologies Graduation Requirement.
Course intended to satisfy the Indigenous-focused Graduation Requirement.

For Indigenous-focused Graduation Requirement courses only: Formal letter(s) signed by an authorized representative of the local First Nation(s) (e.g. Chief, Band Councillor, Education Coordinator/Director) on whose territory(ies) the course will be offered, confirming support for and co-development of the course is/are attached to the Form.

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education, Ministry of Education

A signed copy of this document must be submitted to the ministry's Graduation Programs and Policy team. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

I declare that this BAA Course is approved by the Board/Authority or Executive Director.

Name of Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education:

Signature: 

Date: February 21, 2024

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) – To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the Independent School Act and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

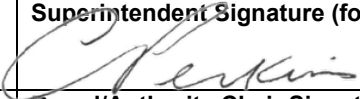
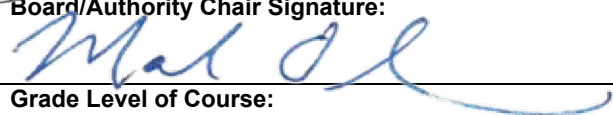
Date:

Send completed form to the Ministry of Education and Child Care's Graduation Programs and Policy team:

Email EDUC.GradStandards@gov.bc.ca



Board/Authority Authorized Course: Health Care Sampler

School District/Independent School Authority Name: School District 22	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD22
Developed by: Corinne McWhinney	Date Developed: 01/25/2024
School Name: Career Programs	Principal's Name: Corinne McWhinney
Superintendent Approval Date (for School Districts only): February 13, 2024	Superintendent Signature (for School Districts only): 
Board/Authority Approval Date: February 21, 2024	Board/Authority Chair Signature: 
Course Name: Health Care Sampler	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120 Hours

Board/Authority Prerequisite(s):

Enrolled in Grade 11 or 12 in SD22.

Special Training, Facilities or Equipment Required:

Location – Okanagan College Vernon Campus

Equipment - Computer

Course Synopsis:

This course is a gateway to the dynamic world of healthcare professions. It will provide students with an opportunity to explore a variety of high demand health care careers, sample job tasks and identify educational requirements for entry into the profession. The learning experience is designed to help students choose a health career path that aligns with their passion and skills.

Goals and Rationale:

The goal of this course is to expose students to in-demand health care career pathways. Upon successful completion of the course students may have the opportunity to enter a health career dual credit program or post-secondary institution.

Aboriginal Worldviews and Perspectives:

Integrating Aboriginal worldviews and perspectives into health care courses is crucial for promoting culturally competent and responsive healthcare practices. Aboriginal worldviews are diverse, reflecting the unique cultural, spiritual, and historical backgrounds of Indigenous communities. Here are some ways in which this health care course can align with Aboriginal worldviews and perspectives:

- Aboriginal worldviews emphasize a holistic approach to health, considering physical, mental, emotional, and spiritual well-being.
- Emphasize the importance of cultural safety in healthcare settings, ensuring that healthcare providers are aware of and sensitive to the cultural backgrounds of their patients.
- Promote an environment where patients feel comfortable expressing their cultural needs and beliefs.
- Understanding the impact of policies on Indigenous health can help students advocate for culturally sensitive and inclusive healthcare practices.
- Recognize the historical trauma experienced by many Indigenous communities and incorporate trauma-informed care principles into health care education.

By integrating First Peoples Principles of Learning into health care courses educators can create a more culturally responsive and effective learning environment. Here are ways in which this course can align with these principles:

- Learning is holistic, encompassing not only cognitive knowledge but also emotional, physical, and spiritual well-being. In health care, this means considering the whole person, their cultural context, and interconnected aspects of health.
- Collaboration and reciprocity is emphasized to engage with Indigenous communities by inviting guest speakers to share their perspectives on health and healing.
- Students are taught about cultural safety to understand the impact of historical trauma and colonization on Indigenous health to create a safe space for dialogue and learning.
- Integrating Indigenous ways of knowing into health care practices recognizes the value of traditional healing methods alongside Western medicine.

BIG IDEAS

Health Care employees utilize common language to communicate across the health sector.

Therapeutic relationship effects beneficial change in the patient.

Interprofessional health care teams learn with, from, and about each other to enable effective collaboration and improve health.

Cultural sensitivity is required to inform inclusive practice in Health Care settings.

Localized needs impact the labour market in Health Care.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ol style="list-style-type: none"> 1. Communicate the value of the “Care Economy” and health care work to individuals and society. 2. Analyze the roles and responsibilities of selected health care careers as they relate to client, resident and patient health care needs. 3. Identify key skills and attributes required to develop a successful health care career. 4. Explore basic health care skills and professional practice principles in simulated environments. 5. Explore health care career pathways as they relate to personal passion and purpose. 6. Interpret labour market trends and economic variables when considering health careers. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> •The value of the Care Economy •The role of an MOA and NUA and key skills and responsibilities. • Medical terminology basics and the importance of accurate medical terminology. • Computer software systems used in doctor’s offices and hospital units. •The role and responsibility of a Certified Dental Assistant. •The role and responsibility of the British Columbia College of Oral Health Care professionals (BCCOHP). •Key terminology specific to clinical dentistry. •The key areas of the dental office and dental equipment. •The division of the dentition into arches, quadrants, and sextants. •The scope and responsibilities of a Pharmacy Technician and compare those to the scope and responsibilities of a Pharmacist and Pharmacy Assistant

- The meaning of professionalism and ethical decision making as defined by the College of Pharmacists of BC and NAPRA
- Medical terminology basics and basic physiological functions of the human body.
- Drug nomenclature, sources of drugs and how drugs can be organized within the pharmacy.
- Common routes of drug administration and the variety of dosage forms used in medications.
- Computer software systems used in pharmacies and how to dispense a prescription.
- Basic mathematical calculations related to drug administration
- The quantities and volumes required for prescription preparation and dispensing.
- The roles and responsibilities of HCA/PNs within the health care team in various work environments.
- The physical, psychological, cognitive, social, and spiritual dimensions of health and how these dimensions of health are interconnected.
- Normal ranges of Vital Signs (temperature, pulse and respirations)
- The structure and function of the Integumentary system and discuss the common skin disorders and prevention strategies HCA/PNs perform in care.
- Client movement and repositioning techniques using appropriate aids to promote skin integrity, comfort, and worker safety,
- Various HSW roles in service to people living with neurodivergence.
- The difference between normative brain development and neurodivergence.
- Language that is inclusive, strength-based, and person-centered.
- The HSW values including but not limited to the right to self-determination.
- The complex dynamics of accommodation, adaptation, and advocacy.
- The role of rehabilitation assistants in a variety of healthcare settings.

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| | <ul style="list-style-type: none">• The rehabilitation process from time of injury to recovery including the role of the healthcare professional at each stage.• Individual, social and environmental factors that influence one's lifestyle and health. |
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Big Ideas – Elaborations

Common Curriculum throughout each unit includes:

- Learn common terminology used in health care settings.
- Build therapeutic relationships within professional practice standards.
- Understand scope of practice and interprofessional health care teams.
- Develop cultural sensitivity and inclusive practices.
- Identify labour market needs, job opportunities in the local area and how to prepare and apply to college programs

This Curriculum is explored in the following units:

- Health Office Administration: Medical Office Assistant/Nursing Unit Assistant
- Dental Health: Certified Dental Assistant
- Pharmacy: Pharmacy Technician
- Nursing: Health Care Assistant/Practical Nursing
- Social Work and Counselling: Human Service Work
- Allied Health: Therapist Assistant/Kinesiology
- Guest Speaker Panel – Facilitated Class Project

Curricular Competencies – Elaborations

Care Economy – includes those who need and those who provide care, both paid and unpaid, and recognizes that our care needs and care provision vary throughout life

Professional Practice Principles - There are four main principles of ethics: autonomy, beneficence, justice, and non-maleficence. Each patient has the right to make their own decisions based on their own beliefs and values.

Labour Market Trends – the fastest growing health care sectors that hold the best opportunities for potential employment

Economic Variables – indicators that show the current trends in the economy

Content – Elaborations

MOA – Medical Office Assistant

NUA – Nursing Unit Assistant

NAPRA – National Association of Pharmacy Regulatory Authorities

HCA – Health Care Assistant

PN – Practical Nurse

Drug Nomenclature – the systematic naming of pharmaceutical drugs

Integumentary System – includes your skin, hair, and fingernails

HSW- Human Service Worker

Content – Elaborations

Neurodivergence- a non-medical umbrella term that describes people with variation in their mental functions, and can include conditions such as autism spectrum disorder (ASD) or other neurological or developmental conditions such as attention-deficit/hyperactivity disorder (ADHD)

Therapeutic Relationship- a relationship which is perceived by patients to encompass caring and supportive nonjudgemental behavior creating a safe environment

Recommended Instructional Components:

- Direct instruction
- Analysis of Self/Peer feedback
- Interactive instruction
- Modelling
- Demonstrations
- Group work
- Experiential learning
- Simulations

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

Unit assignments, quizzes, lab preparation:

- Each unit may include 4 hours of directed study outside of class time and graded in-class assignment work. The course may have online quizzes or other online assessments. Specific preparation and lab-practice grades may be attached to each scheduled lab day.

Guest Speaker Panel Project:

- This will be a facilitated class project to be organized by the students for the students and accessed according to set criteria. It provides an opportunity to meet local health care professionals. The course coordinator will liaise with community partners and help to organize participation from local health care professionals.

Learning Resources:

Computer: This course will use materials posted on Moodle Learning Management System. Students will need access to a computer and reliable internet connection

Other Supplies and/or Equipment: Hands-on activities may require medical supplies and equipment. Lab supplies will be included in the course tuition and fees. Sometimes, students may be asked to bring in personal items for personal use only (e.g. a toothbrush).

Recommended Readings/Resources: Will be determined to reflect and explore the units reflected in the Big Idea Elaborations.

Additional Information:

This course is being offered as a partnership between SD22 Career Programs and Okanagan College Health Division