

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



## مراجعة شاملة للفصلين الثاني والثالث

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تاريخ نشر الملف على موقع المناهج: 2019-06-05 16:54:56

## التواصل الاجتماعي بحسب الصف التاسع المتقدم



## روابط مواد الصف التاسع المتقدم على تلغرام

[الرياضيات](#)

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## المزيد من الملفات بحسب الصف التاسع المتقدم والمادة رياضيات في الفصل الثالث

[حل أسئلة الامتحان النهائي الالكتروني ريفيل](#)

1

[أسئلة الامتحان النهائي الالكتروني بريدج](#)

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[أسئلة الامتحان النهائي الورقي بريدج](#)

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# Unit 8 – Healthcare Providers

## What is a healthcare provider?

People or companies that provide (give) healthcare services to patients/consumers

There are 3 types of care:

- Primary
- Secondary
- Tertiary

## Primary care (PCP)

PCP = primary care provider = Doctors/nurses



-The **first person you go to** when you feel sick or have an injury

-PCP help you **manage your overall health**

-We go here for **regular health check-ups and screening**



## Secondary care

Secondary care providers (SCP) are **specialists in a certain area.**

Your **PCP will refer (send) you to these specialists**, based on your results.

A specialist from secondary care will be an expert in a certain area of the body or a type of disease. For example:

<u>SCP</u>	<u>Specialism</u>
Dietician	Nutrition and diet
Cardiologist	The heart and circulatory system
Oncologist	Cancers
Neurologist	The brain and nervous system

## Tertiary care

This is **specialist care** usually **given in the hospital setting.**

Patients may be **referred by the PRIMARY or SECONDARY** care providers to get tertiary care.

Tertiary care can be **further medical investigations or treatment.**



### Exam tips:

- Read the question fully
- If the answer states '*all the above*', make sure this is correct before selecting
- For the questions where you fill in the blanks. If you are unsure, re-read the sentence with each word and see which one sounds grammatically correct.
- Take your time
- **Revise all the material, use the revision sheet AND your workbook**

Good luck!

# Unit 9 - Clinical nutrition

## Therapeutic diet =

refers to the **use of diet** or **certain foods** in the **treatment and management of diseases.**



## **Why are they needed?**

- manage nutritional status
- maintain the normal function of major organs
- manage calories for weight loss and weight gain
- balance amounts of micro and macronutrients
- Cut out certain foods that can affect medication or that can cause allergies or food intolerance
- Help digestion
- To provide texture modifications due to problems with chewing and/or swallowing



## Healthy eating guidelines for overweight:



- ✓ Eat a variety of foods
- ✓ Eat enough fruit and vegetables
- ✓ Lean meat, fish, eggs and legumes
- ✓ Diet has enough cereals and their products
- ✓ Diet contains enough milk and dairy products every day
- ✓ Eat foods high in fiber;
- ✓ Drink enough water every day
- ✓ Make physical activity part of your daily routine.
- ✗ Reduce foods that are high in saturated fat
- ✗ Reduce food and drinks that have a high sugar content
- ✗ Cut down on processed foods
- ✗ Reduce sodium and foods that are high in salt



## Healthy eating guidelines – Diabetes



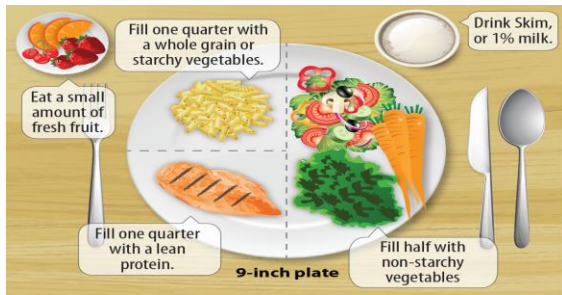
- ✓ Eat regular, balanced meals
- ✓ choose a low-fat and low-sugar snack
- ✓ Include starchy foods in each meal.
- ✓ Choose wholegrain or whole meal first
- ✓ Higher fiber foods help to keep you full for longer and can help with weight management.
- ✗ Manage your portion size of starchy foods to avoid eating too many calories.
- ✗ Limit intake of sugary foods (sugar-sweetened drinks, sweets, biscuits etc.)
- ✗ Limit intake of foods that are high in saturated fat (butter, fast foods etc.)

## 2 meal plan methods

1. Plate method
2. Carbohydrate counting

# Unit 9 - Clinical nutrition

## The plate method



- ✓ ½ the plate should be vegetables
- ✓ ¼ should be lean protein
- ✓ ¼ should be wholegrain carbohydrates
- ✓ A small piece of fruit can also be eaten
- ✓ Small healthy snacks should be eaten between meals

## Carbohydrate Counting:

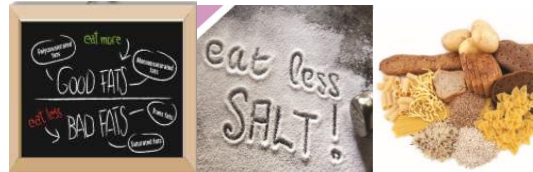
- ✗ Cutting down on simple carbohydrates (added sugars, sweets, pastries, cakes, white bread, white rice and white pasta)
- ✓ Carbohydrates should come from fruit, vegetables, whole grains, beans, and low-fat or fat-free milk



## Healthy eating guidelines for heart disease

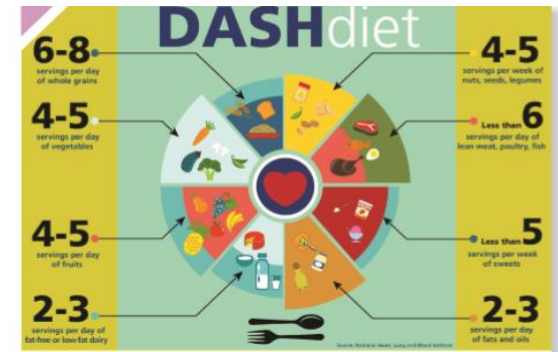
### Diet for heart Disease, option 1:

- Cut down on saturated and trans fat
- Reduce your intake of salt
- Choose wholegrain

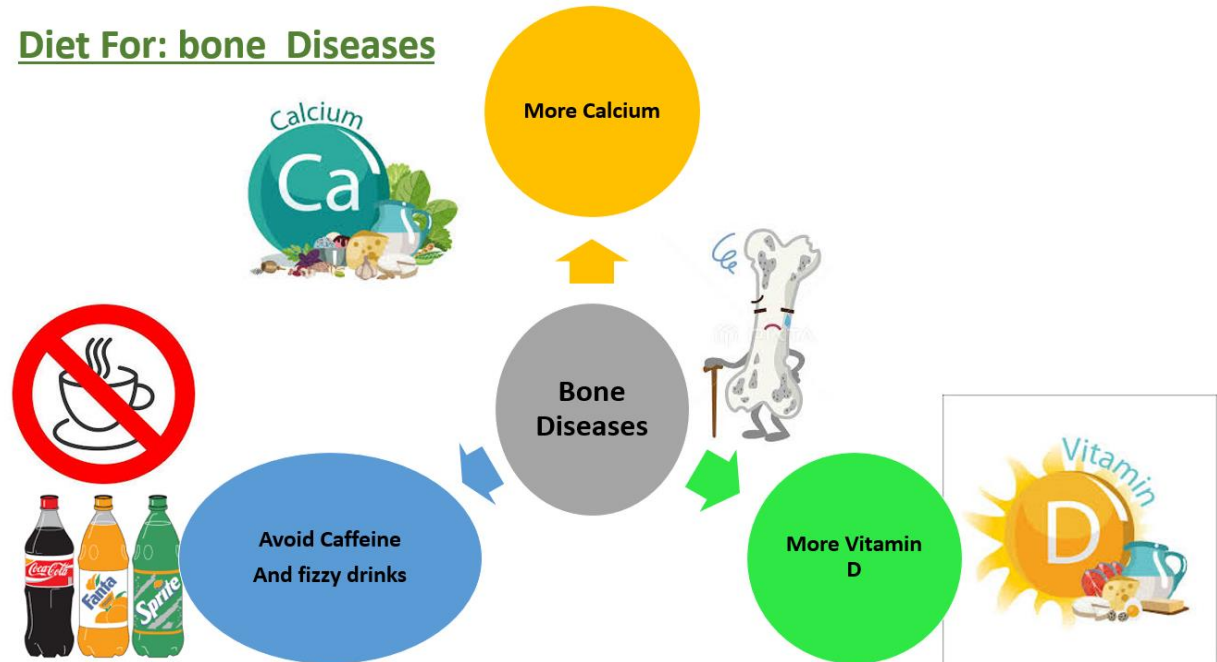


### Option 2 DASH diet:

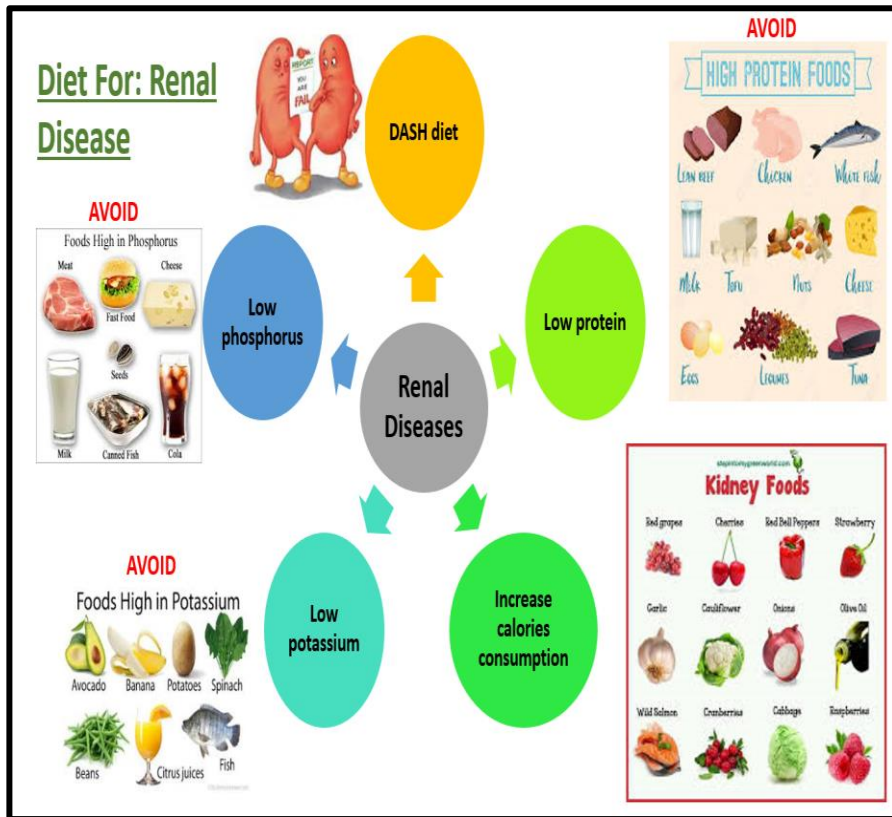
DIETARY APPROACHES TO STOP HYPERTENSION



## Diet For: bone Diseases



# Unit 9 - Clinical nutrition



## Different eating disorders

Anorexia	Bulimia	Binge eating disorder
Underweight	Usually normal/slightly overweight	Usually overweight
Fear of gaining weight. Limits calorie intake to keep weight as low as possible.	Binge eats then feels guilty so purges by vomiting or taking laxatives	Eats a large amount of food in a short space of time. Often feels guilty and ashamed after.
Starving themselves – can result in death Skin and hair problems	Many health problems – heart, kidney bowel problems Damaged teeth	Person may secret eat and will gain weight. Can result in obesity which leads to other health problems.



If you think a friend or family member may have an eating disorder, it is **important that you try to help them.**

The most important thing you can do is to **encourage them to get treatment.**

- ▶ **Pick a good time.** Choose a time when you can speak to the person in private. Don't try to have this conversation if the person is angry or upset
- ▶ **Explain why you're concerned.** Avoid being critical or giving someone a lecture. Explain why you are worried about them and that you want to help.
- ▶ **Be prepared for denial and resistance.** They may become angry or defensive and deny having an eating disorder. If this happens, try to remain calm and respectful.

## What is a disaster?

P. 48

**A SUDDENT ACCIDENT OR EVENT THAT CAUSES A LOT OF DAMAGE OR LOSS OF LIFE.** (They can be natural or man-made)

E.g. Earthquake, Tornado, Flash floods.

## What should you do?

- DO NOT PANIC (stay calm)
- STAY WHERE YOU ARE
- GET DOWN (Drop)
- COVER
- HOLD



## Identify Safe zones

There are no real 'safe zones' during an earthquake or building collapse but certain areas will increase your chances of survival. We call these 'safe zones'.



# Unit 10 Surviving a Disaster

## AVOID Falling Hazards (P. 53)

are the number one KILLER during an earthquake. You can prevent injury or death if you identify possible falling hazards.

Hazards from **overhead** include:

- Light fittings, Ceiling fans, Overhead projectors, A/C units.

Hazards falling over around a **room**:

- Book shelf, TV/smart boards, items stored up high

## Surviving Indoors: (P.53- 55)

Buildings can become unstable and fall down. To **increase** your chances of survival indoors follow these rules:

- Avoid Windows
- Avoid Exterior Walls
- Find solid furniture
- Avoid the kitchen

\*Remember an interior wall or corner away from falling hazards is the next safest place/zone to be in if you cannot find safe cover.



## **AFTER a DISASTER**

P. 58



## If you are **trapped**:

- Do not try to free yourself
- Try to stay still
- Cover your mouth and nose if you can

Let others know where you are (make a noise by tapping nearby objects not calling out)

**Aftershocks =** These are smaller earthquakes that happen after the first earthquake. They are **unpredictable**. Always be ready to **'Drop, Cover and Hold'**.

**Look for a clear Safe Exit** Once aftershocks have finished, and you are confident it is safe, move outside.



**Check for fires – BE CAREFUL** - Check door handles for heat with the back of your hand. If they are hot, there may be a fire the other side – Find another exit!!

## WHAT IS A MASS CASUALTY

### INCIDENT ?

(P.62)

Mass casualty incidents (MCI) are any incident where there are **MORE casualties** than medical **resources**.

This is based on the number of:

~ **Available** medical professionals/first aiders and equipment.

~ **Number** of injured people, and how serious their injuries are.

It does not always mean the more injured people, the more serious the incident.



### Potential Hazards at the scene of an MCI

#### Common Hazards:

(P.63)

- ❖ Traffic
- ❖ unstable electric lines.
- ❖ Fire/ smoke
- ❖ Violent behaviour
- ❖ Extreme weather
- ❖ Dangerous fumes
- ❖ Biochemical products
- ❖ Falling rocks.

## Mass Casualty Incidents

TRIAGE TREATMENT AREAS	There are FOUR zones. <span style="float: right;">P.68-69</span>
<b>IMMEDIATE (RED)</b>	The most serious casualty level. The casualties that have <b>life threatening</b> conditions. They will die if not treated first.
<b>DELAYED (YELLOW)</b>	Yellow is for the people who DO NOT have life threatening injuries. They <b>cannot move</b> by themselves or for casualties that are <b>confused/disorientated</b> .
<b>MINOR (GREEN)</b>	Green is for people who <b>can move</b> by themselves and DO NOT show any confusion.
<b>DECEASED OR EXPECTED (BLACK)</b>	For casualties that have <b>already died</b> or probably will soon. Their injuries are too great to save them.

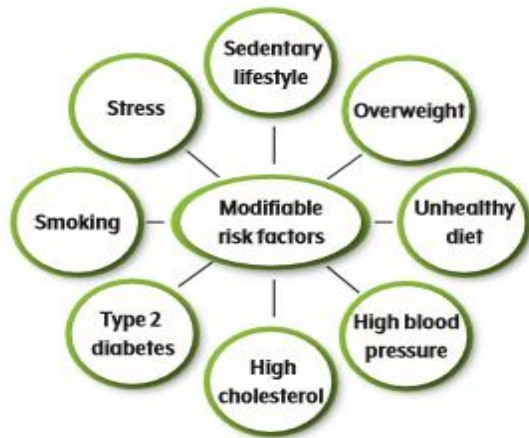
# Unit 11 – Prevention of illness and disease

## Risk factors for developing disease or illness:

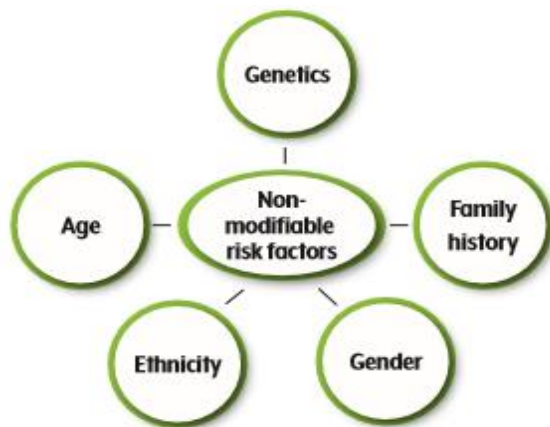
- Genetics
- Environmental factors
- Behavioural factors
- Physiological factors

**A risk factor is something that increases your chance of getting a disease.**

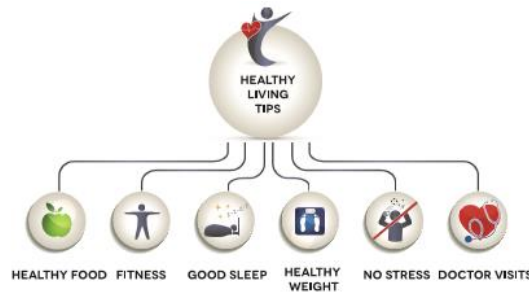
**Modifiable risk factors = something you can change/control**



**Non-modifiable risk factors = something you cannot change/control**



## Personal health behaviours



### • Healthy diet in disease prevention:

Healthy eating helps to maintain a healthy weight

Certain nutrients affect certain parts of the body/your health

Healthy eating improves mood

Healthy diet controls cholesterol levels

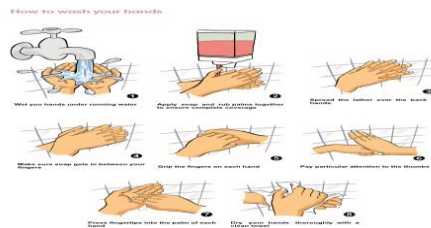
### The role of adequate sleep in disease prevention:

- Reduces risk of high blood pressure, diabetes and heart disease

### • Good personal hygiene practices:

To kill bad bacteria (germs)

- Avoid bad breath and body odor
- For good health and to prevent illness



## What is physical activity?

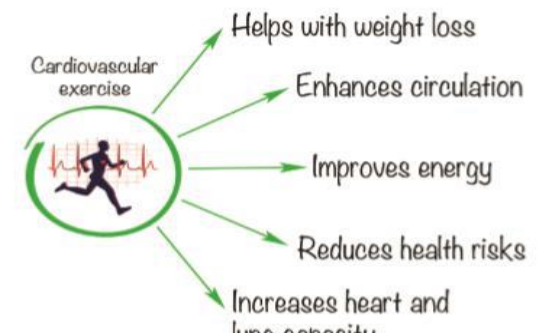
Physical activity anything which gets the body moving and increases your heart rate.

## Why is physical activity good for you?

Doing regular physical activity is good for your health and well-being

## Physical benefits of exercise

- 1) improve your health and reduce your risk of disease
- 2) Improves bone strength
- 3) reduces the risk of broken bones and osteoporosis
- 4) Improves functional fitness – your ability to carry out day-to-day tasks such as walking up stairs and carrying heavy bags
- 5) Reduces the risk of diseases such as hypertension, coronary heart disease, stroke, diabetes and various types of cancer.
- 6) Helps control body weight
- 7) Improves muscular strength and endurance
- 8) Improves cardiovascular fitness





# Unit 11 – Prevention of illness and disease

## Emotional benefits of exercise

- 1- **Exercise reduces stress and improves your mood.**  
ENDORPHINS
- 2- **Exercise improves energy levels.**  
This makes you feel more alert and reduces the chance of you feeling tired during the day.
- 3- **Exercise improves emotional well-being.** Most people feel calmer and better about themselves after they exercise.
- 4- **Exercise is also good for brain function,** improved motor skills, problem-solving and increased attention span.



## Immunisations

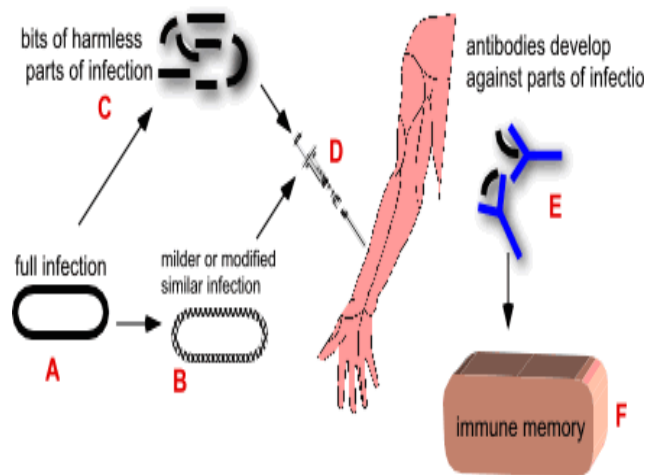
### How do they work?

Vaccinations work by injecting a very small amount of the virus or bacteria that causes a specific disease into the body.

It is a small enough amount for it not to make you ill. The immune system then creates the antibodies to fight off this disease.

Therefore, if this disease enters your body again your immune system will recognise it.

It will then immediately produce the antibodies needed to fight it. This is called immunity.



## Screening

### What screening is?

Screening is used to identify apparently healthy people who may have an increased risk of a certain condition or disease. There are a range of different screening tests that can be carried out.

**Health checks and screenings are recommended at different life stages of life:**

### How often do you need screening and what for?

How regularly you need health checks and screenings will vary. It will depend on your:

1. **Age**
2. **general health**
3. **lifestyle choices and family history.**

Health checks and screenings are recommended at different life stages of life:

In your 20's and 30's:	In your 40's	In your 50's and 60's
<ol style="list-style-type: none"> <li>1. Blood pressure</li> <li>2. Cholesterol and glucose levels</li> <li>3. BMI, waist and hip measurements</li> <li>4. Dental check and cleaning</li> <li>5. Skin cancer checks</li> <li>6. Breast self-checks</li> <li>7. Cervical screening</li> </ol>	<p><b>All of the health checks and screenings as in your 20's and 30's plus:</b></p> <ol style="list-style-type: none"> <li>1. Type 2 diabetes risk assessment</li> <li>2. Cardiovascular risk assessment</li> <li>3. Mammogram (breast screening)</li> <li>4. Eye checks for glaucoma</li> </ol>	<p><b>All of the health checks and screenings as in your 40's plus:</b></p> <ol style="list-style-type: none"> <li>1. Osteoporosis risk assessment</li> <li>2. Bowel cancer screening</li> <li>3. Sight and hearing impairment tests</li> </ol>

**Advocacy is the process of supporting and empowering someone to get their voice heard.** This may include:

- expressing their views and concerns.
- accessing information and services.
- defending their rights.
- exploring available options or choices.
- **Empowerment** = To give power and authority for someone and allow them to do something.

**Personal and social benefits of advocacy and empowerment**

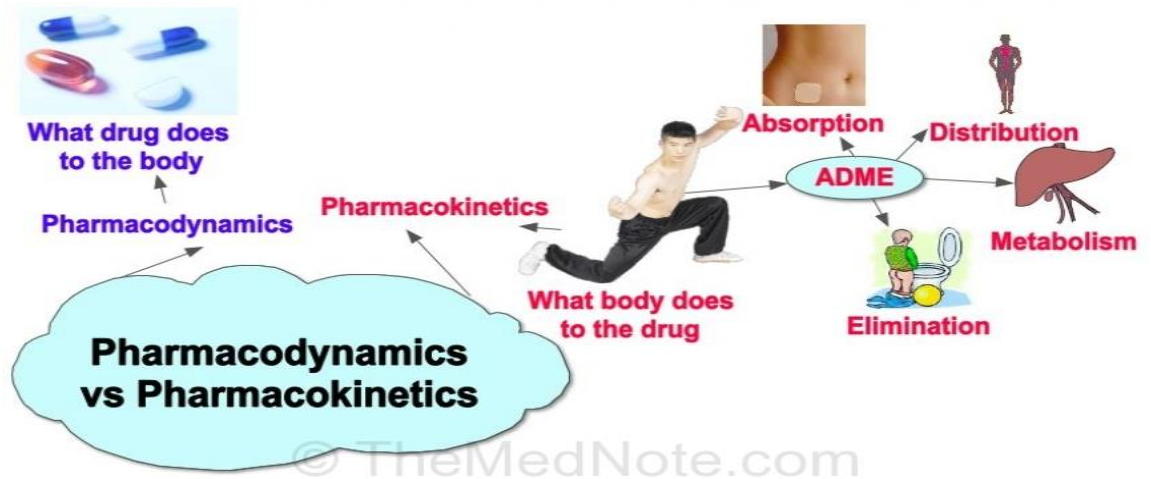
- Gain skills and knowledge to help yourself and others
- Learn to keep yourself and others safe
- Develop good communication skills
- Build confidence
- Learn from others
- Meet other people
- Improve your community
- Empowered patients must have:
  - **Information**
  - **Healthy literacy**
  - **Digital literacy**
  - **Mutual respect**
  - **Shared decision making**



# Unit 12 – Pharmacology

## Pharmacokinetics vs Pharmacodynamics

- **Pharmacokinetics** (what the body does to the drug) is the study of what happens to drugs once they enter the body.
- **Pharmacodynamics** (what the drug does to the body) is the study of the effect that drugs have on the body



## The different classes of drugs:

**What is a drug?** A drug is a chemical. When it is introduced into the body, it will bind with proteins and have a physiological effect

## Define/ uses of following drug groups:

- **Painkillers:** Painkillers are used to manage pain / When the body has an injury (**headaches, muscle aches, toothaches, back aches & fever**), disease or is damaged ex: Paracetamol



- **NSAIDs:** non-steroidal anti-inflammatory drugs, **can't be used for long time** because they can cause ulcers/ used to treat many conditions, such as **fever, migraines, fever, joints pain (arthritis), swelling**



**Antihistamines:** Histamine is a chemical that is released when the body detects something harmful like an infection/are used to treat allergies, reactions to insects' bites or stings or skin reactions.



**Antibiotics:** used to treat serious bacterial infections \***antibiotics are prescribed**



# Routes of Administration

medication is given through the mouth. (e.g: Liquids and tablets)



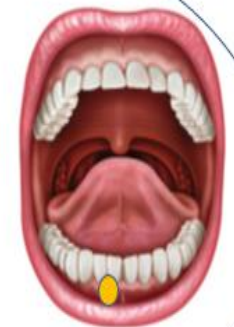
Oral

THE TABLET IS PLACED **BELOW** THE TONGUE

SUBLINGUAL



The drug is placed between your gums and cheek.



Buccal

Topical

Medication is applied on the skin, eyes, ears or nose.



INJECTION

Giving the medication by injection



Routs of administration

Parenteral

Sublingual

Topical

Buccal

Parenteral

Sublingual

Topical

Buccal