

**COMPANION DOCUMENT FOR *NURSING – 180.B0*
(2004 VERSION)**

**COMPARATIVE ANALYSIS OF THE COMPETENCIES
OF THE *HEALTH, ASSISTANCE AND NURSING* PROGRAM (5735 AND 5787), LEADING TO A
DIPLOMA OF VOCATIONAL STUDIES (DVS),
AND THE *NURSING* PROGRAM (2004 VERSION),
LEADING TO A DIPLOMA OF COLLEGE STUDIES (DCS)**

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INTRODUCTION

The Ministère de l'Éducation, du Loisir and du Sport harmonizes its vocational and technical training programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize prior learning and facilitate the students' progress.

A comparative analysis of the *Health, Assistance and Nursing* program, leading to a Diploma of Vocational Studies (DVS), and the *Nursing* program, leading to a Diploma of College Studies (DCS), was done with a view to creating a bridge between programs in order to promote professional development and continuity, and thus enable nursing assistants to eventually become nurses, taking into account the learning acquired in the secondary-level program. Although a comparative analysis of these two programs has not revealed any common competencies (no competencies in the *Health, Assistance and Nursing* program are identical or equivalent to the ones in the *Nursing* program), the learning acquired in the *Health, Assistance and Nursing* program enables students to develop in a shorter period of time the competencies of the program-specific component of *Nursing*–180.B0. The recognition of prior learning has resulted in a program of study specifically intended for students with a DVS in *Health, Assistance and Nursing*. This document helps explain the work that has been done to establish such a bridge between the secondary- and college-level programs.

SOME IMPORTANT CONSIDERATIONS

From the outset, it should be noted that the exit profile of graduates of the *Nursing* program is the same, no matter what program or path they may have taken. This is due to the fact that the nursing profession is regulated by law and may only be practised legally by those who have passed a qualifying examination administered by the Ordre des infirmières and infirmiers du Québec.

Both the *Health, Assistance and Nursing* program and the *Nursing* program are competency-based and are formulated in terms of objectives in accordance with a framework that calls for the participation of representatives from the workplace and the field of education. Certain elements are specific to the secondary-level programs. For example, each competency corresponds to a module and refers to an objective, which is either behavioural or situational.

A behavioural objective is a relatively closed objective that describes the actions and results expected of the student at the end of a learning sequence. The evaluation of learning is therefore based on expected outcomes. This is the type of objective that appears in college-level programs. A situational objective, on the other hand, is a relatively open-ended objective that outlines the major phases of a learning situation in which a student is placed. It allows for output and results to vary from one student to another. Evaluation of such objectives is based on the student's participation in the activities suggested in the learning context. Situational objectives do not appear in college-level programs. This makes it more difficult to compare programs from different levels, as it is not easy to compare different types of objectives aimed at different outcomes.

At first glance, it may seem that certain modules (leading to a DVS) and certain competencies (leading to a DCS) deal with similar themes and target the same results. However, not a single competency of the college-level *Nursing* program is covered in its entirety by a module or series of modules in the *Health, Assistance and Nursing* program. College-level training differs from secondary-level training in its prerequisites, the breadth of the knowledge and skills acquired during training, the scope of the field of application and the achievement context of each competency. In addition, college-level technical programs also contain a

general-education component that completes and enriches the program-specific component. Finally, college-level programs also lead to different work functions and responsibilities.

For certain general competencies, recognition of learning may be established between one or several elements of a competency and a module or part of a module. Such is the case, for example, with the competency *To apply emergency measures* of the DCS program, whose first four elements are considered equivalent to the module *First Aid* of the DVS program.

For most general competencies, prior learning will be recognized, not in terms of mastery of a task or a step in the work process, but rather in terms of specific knowledge and skills that enable graduates of the *Health, Assistance and Nursing* program to acquire a competency of the *Nursing* program in a shorter period of time. For example, the competency *To establish links between pharmacotherapy and a clinical situation* (DCS) and the module *To participate in drug therapy* (DVS) both deal with pharmacotherapy and share a common body of knowledge. However, as the competency of the *Nursing* program includes processes and requirements that are specific to the nursing profession and is based on an important set of prerequisites in chemistry and biology, no element of that competency can be considered fully acquired by students from the *Health, Assistance and Nursing* program.

As for the specific competencies of the *Nursing* program, these competencies refer to interventions carried out by nurses with various patients and are formulated in terms of the professional responsibilities and work process of nurses. Similarly, the clinical knowledge and skills acquired in the *Health, Assistance and Nursing* program are specific to the role and work process of nursing assistants. Although the time allocated to clinical instruction in the college-level *Nursing* program is not much greater than that allocated to practicums in the *Health, Assistance and Nursing* program, the prerequisites and objectives vary considerably. A 90-hour practicum in the *Health, Assistance and Nursing* program can hardly be considered equivalent to a practicum of the same duration and in the same setting in the *Nursing* program. Therefore, for specific competencies, if prior learning is recognized, it will be for knowledge of a given setting or clientele. Sufficient time must still be allocated to the acquisition of each competency so that students can fully understand the work process and role of nurses.

As stated in the ministerial orientations of the revised *Health, Assistance and Nursing* program and because of changes brought about in the workplace, the revised *Health, Assistance and Nursing* program now places greater emphasis on long-term care, devotes less time to surgical care and no longer trains nursing assistants in perinatal care and care of children and adolescents. As these topics are no longer dealt with at the secondary level, no recognition of prior learning may be granted for the specific competencies *To intervene with clients requiring nursing care in a perinatal setting* and *To intervene with children and adolescents requiring nursing care*.

One of the main objectives in revising the college-level *Nursing* program was to adapt training to changes in the health care system, new sociocultural realities, changing needs, scientific and technological advances in the health sector and changes in the field of nursing. As a result, elements have been added to the program, such as assistance to patients to maintain and improve health, medical/surgical nursing care in ambulatory services, and intervention with clients experiencing loss of autonomy. Knowledge and skills have also been strengthened in such areas as clinical examination, pharmacotherapy, and the ability to manage stress, to work independently and to work in a team. And to ensure the students have the necessary scientific foundations, successful completion of *Chemistry 534* is now a prerequisite for admission into the program and 30 hours of study have been added to biology.

In the fall of 2002, an integrated nursing program was implemented. This training path, developed conjointly by colleges and universities at the request of the then Ministère de l'Éducation, enables students enrolled in *Nursing 180.A0* to obtain in three years a Diploma of College Studies (DCS) which allows graduates to

practise as nurses, and to obtain in five years (i.e. after two additional years of university studies) a Bachelor of Nursing. The strengthening of college studies was part of the conditions for the integrated nursing program. Because the DCS-bachelor's degree must also be accessible to graduates of the *Health, Assistance and Nursing* program, the *Nursing* 180.B0 program (the revised 180.21 program) must meet the same requirements as the *Nursing* 180.A0 program.

CONCLUSION

Based on these considerations and the results of the comparative analysis outlined below, we believe that graduates of the *Health, Assistance and Nursing* program can acquire the competencies of the program-specific component of the *Nursing* 180.A0 program in 30 per cent less time than other students. The duration of the program-specific component therefore decreases from 2 145 hours of instruction for *Nursing* 180.A0 to 1 515 hours of instruction for the bridge program (*Nursing* 180.B0). Of these hours, 570 are to be allocated to clinical instruction. The old bridge program (180.21) had allotted 1 425 hours of instruction to the program-specific component, while the college program (180.01) had allocated 2 115 hours of instruction.

The following pages contain a comparative table of the hours of instruction in the old and new programs. The competencies of the *Nursing* program are then compared to the modules of the *Health, Assistance and Nursing* program (5735 and 5787) as are the elements involved in the recognition of prior learning.

Hours of Instruction – Old and New *Health, Assistance and Nursing* (DVS *HAN*) and *Nursing* (DCS) Programs

Old Programs	DVS <i>HAN</i> 1594 1 800 hours of instruction	DCS <i>Nursing</i> 180.01 2 775 hours of instruction	DCS <i>Nursing</i> 180.21 2 085 hours of instruction
		<p>General education: 660 hours</p> <p>Program-specific component: 2 115 hours</p> <p>Biology: 240 hours</p> <p>Psychology: 90 hours</p> <p>Sociology: 90 hours</p> <p>Nursing: 1 695 hours (435 hours of theory, 225 hours of labs, 1 035 hours of practicum)</p>	<p>General education: 660 hours</p> <p>Program-specific component: 1 425 hours</p> <p>Biology: 240 hours</p> <p>Psychology: 90 hours</p> <p>Sociology: 90 hours</p> <p>Nursing: 1 005 hours (360 hours of theory, 135 hours of labs, 510 hours of practicum)</p>
New Programs	DVS <i>HAN</i> 5735 and 5787 1 800 hours of instruction	DCS <i>Nursing</i> 180.A0 2 805 hours of instruction	DCS <i>Nursing</i> 180.B0 2 175 hours of instruction
	<p>5735: Theory: 635 hours Labs: 280 hours Practicum: 885 hours</p> <p>5787: Theory: 650 hours Labs: 295 hours Practicum: 855 hours</p>	<p>General education: 660 hours</p> <p>Program-specific component: 2 145 hours, including 1 035 hours of practicum</p>	<p>General education: 660 hours</p> <p>Program-specific component: 1 515 hours, including 570 hours of practicum</p>

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CONTEXT

Following the adoption of the *Act to amend the Professional Code and other legislative provisions as regards the health sector*, the *Health, Assistance and Nursing* program was revised according to the new legislation and changes were made to the practice of nursing assistants. The program of study *Health, Assistance and Nursing* 5787, implemented in September 2003, replaces *Health, Assistance and Nursing* 5735.

The total number of hours and credits of the program remains unchanged. The module *Job Search* is no longer offered, while the modules *Respiratory System* and *Cardiovascular System* have been combined and increased by 15 hours. A new 30-hour module, *Approach to Patients With Cognitive Deficits*, has been added. The number of modules has gone from 31 to 30. The practicum associated with *Care of Patients With Mental Health Problems* has been cut by 30 hours.

To highlight the changes made to the *Health, Assistance and Nursing* programs, we have presented the two secondary-level vocational programs (DVS 5735 and DVS 5787) side by side. Note that the term *Specifications of the Expected Behaviour* formerly used in behavioural objectives of the old program has been replaced with *Elements of the Competency* in the new program.

Although the college-level *Nursing* 180.A0 and 180.B0 programs have also been modified following the adoption of the new legislation, the changes have resulted not in new programs as such, but rather in new versions of the existing programs.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01Q0 To analyze the work function</p> <p>Suggested Duration: 30 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To characterize a nurse's function and working conditions. 2 To explore the tasks pertaining to the work function. 3 To examine the abilities and behaviours required to perform the work function. 4 To study the legislation applicable to professional practice. 	<p>1 To determine their suitability for the profession and the training process</p> <p>Duration: 30 hours</p> <p>Situational Objective</p> <p>Phases:</p> <ol style="list-style-type: none"> 1 Information on the profession 2 Information on and participation in the training process 3 Evaluation of their career choice <p>8 To familiarize themselves with the ethical and legal aspects of the profession</p> <p>Duration: 30 hours</p> <p>Situational Objective</p> <p>Phases:</p> <ol style="list-style-type: none"> 1 Information on the legal documents governing professional practice 2 Information on professional conduct 3 Consideration of ethical questions 4 Evaluation of their ability to comply with rules of ethics and legislation 	<p>1 To familiarize themselves with the profession and the training</p> <p>Duration: 30 hours</p> <p>Situational Objective</p> <p>Phases:</p> <p>Information Phase: The profession Participation Phase: The training program Synthesis Phase: Assessing their career choice</p> <p>6 To familiarize themselves with the ethical and legal aspects of the practice of the profession</p> <p>Duration: 30 hours</p> <p>Situational Objective</p> <p>Phases:</p> <p>Information Phase: Legal documents related to the practice of the profession and professional conduct Participation Phase: Consideration of ethical questions Synthesis Phase: Evaluating their ability to comply with rules of ethics and legislation</p>

ANALYSIS

There is a certain correspondence between the program leading to a DVS and the one leading to a DCS in terms of knowledge related to the organization of the health care sector, the *Professional Code* and the legislation regarding patients' rights.

However, important differences exist between the DCS and the DVS programs, as each program prepares students for a different work function. The characteristics, working conditions and activities specific to the nursing profession, the skills and behaviours required to practise the profession as well as the legislation governing the profession are obviously not included in the *Health, Assistance and Nursing* program modules.

The content of the DVS 5787 modules is identical to that of the DVS 5735 program.

CONCLUSION: About 50 per cent of the competency *To analyze the work function* is covered in the two modules *To familiarize themselves with/determine their suitability for the profession and the training* and *To familiarize themselves with the ethical and legal aspects of the practice of the profession*. Approximately 15 hours of prior learning could be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01Q1</p> <p>To develop an integrated perception of the human body and its functions</p> <p>Suggested Duration: 210 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To discern the anatomy of the human body. 2 To recognize the human body as a group of systems. 3 To establish links between nutrition and the body's functioning. 4 To consider the human body as an entity seeking equilibrium. 5 To understand the incidence of a biological imbalance on body functioning. 	<p>12 to 18</p> <p>To refer to their knowledge of systems when providing care*</p> <p>Duration: 315 hours, 120 of which are allocated to biology concepts</p> <p>* Modules 12 to 18 are structured in the same way and contain more or less the same specifications; each module refers to one or two systems of the human body.</p> <p>Behavioural Objectives</p> <p>Module 12: Musculoskeletal system Module 13: Nervous and sensory systems Module 14: Endocrine system Module 15: Cardiovascular system Module 16: Respiratory system Module 17: Digestive system Module 18: Urinary and reproductive systems</p> <p>Specifications of the Expected Behaviour:</p> <ol style="list-style-type: none"> A Discern the structural organization of the human body (module 12 only). B Discern the anatomical structure of the system in question. C Describe the role of the organs or components of the system in question (the specifications may refer to either organs or components, depending on the system). D Describe the clinical signs associated with changes in the system in question. 	<p>7 and 12 to 16</p> <p>To refer to their knowledge of systems when providing care*</p> <p>Duration: 330 hours, 120 of which are allocated to biology concepts</p> <p>* Modules 7 and 12 to 16 are structured in the same way and contain more or less the same elements; each module refers to one or two systems of the human body.</p> <p>Behavioural Objectives</p> <p>Module 7: Musculoskeletal system Module 12: Nervous and sensory systems Module 13: Endocrine system Module 14: Cardiovascular and respiratory systems Module 15: Digestive system Module 16: Urinary and reproductive systems</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Discern the structural organization of the human body (module 7 only). 2 Discern the anatomical structures of the system in question. 3 Describe the role of the organs or components of the system in question (the elements may refer to either organs or components, depending on the system). 4 Describe the clinical signs associated with alterations in the system in question.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
	E Provide basic care associated with changes in the system in question. F Provide specific care associated with changes in the system in question.	5 Provide basic care associated with alterations in the system in question. 6 Provide specific care associated with alterations in the system in question.

ANALYSIS

In these modules, only specifications A, B and C (DVS 5735) or elements 1, 2 and 3 (DVS 5787) are related to 01Q1. Even if these specifications or elements seem to correspond to elements 1 and 2 of competency 01Q1, the biology concepts taught at the secondary level are not as complex as those taught at the college level, which refer to more complicated physiological processes and are based on prerequisite knowledge of physical science (*Physical Science 436*) and chemistry (*Chemistry 534*).

However, consideration has been given to prior learning acquired in anatomy [specifications A and B (DVS 5735)] or elements 1 and 2 (DVS 5787), in relation to element 1 of the competency.

The content of the DVS 5787 modules differs somewhat from that of DVS 5735 and the duration has been increased by 15 hours. These differences will be explained and considered in the analysis of competency 01Q4, *To use assessment and nursing care procedures*.

CONCLUSION: As the time allocated in the college-level program to the acquisition of anatomy concepts (element 1) represents less than 10 per cent of the total time allocated to the competency as a whole, only 15 hours of prior learning could be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01Q2 To deal with a client's reactions and behaviours</p> <p>Suggested Duration: 90 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To establish initial contact with the client. 2 To describe the client's reactions and behaviours. 3 To interpret the client's reactions and behaviours. 4 To appraise the potential danger of a situation. 5 To react to risk situations. 6 To perform self-assessment. 	<p>5 To establish a helping relationship</p> <p>Duration: 30 hours</p> <p>Situational Objective</p> <p>Phases:</p> <ol style="list-style-type: none"> 1 Information on the various aspects of human behaviour 2 Information on the characteristics of persons requiring help 3 Attitudes essential to establishing helping relationships 4 Evaluation of their ability to establish helping relationships <p>21 To intervene with persons with cognitive deficits</p> <p>Duration: 45 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ol style="list-style-type: none"> A Explain the normal process of aging. B Describe the clinical signs of dementia. C Support the person with cognitive deficits. D Intervene in cases of disruptive behaviour. 	<p>5 To establish a helping relationship</p> <p>Duration: 30 hours</p> <p>Situational Objective</p> <p>Phases:</p> <p>Information Phase: Human behaviour and characteristics of a helping relationship Participation Phase: Commitment to the establishment of a helping relationship Synthesis Phase: Evaluating their ability to establish helping relationships</p> <p>18 To intervene with patients with cognitive deficits</p> <p>Duration: 45 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Explain the normal aging process. 2 Describe the clinical signs of dementia. 3 Support patients presenting cognitive deficits. 4 Intervene in cases of disruptive behaviour.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
	<p style="text-align: center;">22</p> <p style="text-align: center;">To intervene with persons with mental health problems</p> <p>Duration: 45 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ul style="list-style-type: none"> A Situate mental health. B Recognize signs of anxiety. C Describe the signs associated with mental health problems. D Describe various intervention techniques for dealing with persons with mental health problems. E Describe the intervention techniques to apply in a crisis. 	<p style="text-align: center;">20</p> <p style="text-align: center;">To intervene with patients with mental health problems</p> <p>Duration: 45 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ul style="list-style-type: none"> 1 Define mental health. 2 Recognize signs of anxiety. 3 Describe the signs associated with mental health problems. 4 Describe various intervention techniques for dealing with patients with mental health problems. 5 Describe crisis intervention techniques. <p style="text-align: center;">27</p> <p style="text-align: center;">To intervene with patients with intellectual impairments</p> <p>Duration: 30 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ul style="list-style-type: none"> 1 Refer to the normal development of children and adolescents. 2 Determine the presence of intellectual impairment in a patient. 3 Support an intellectually impaired patient in developing his or her autonomy. 4 Use intervention methods to foster the integration of intellectually impaired patients into the community.

ANALYSIS

Competency 01Q2 requires knowledge of social sciences, particularly of psychology. The *Health, Assistance and Nursing* program does not contain any modules on the social sciences. Most of the hours allocated to the acquisition of the competency *To deal with a client's reactions and behaviours* are spent on elements 2 and 3, which cover, among other things, various theories of human development, human behaviour at various stages of life, and coping and defence mechanisms. Several competencies of the *Nursing* program are based on these concepts, such as *To establish a helping communication with the client and his/her significant others* and *To teach the client and his/her significant others*, as are the competencies dealing with client intervention, notably *To intervene with children and adolescents requiring nursing care*. Moreover, further to the agreements made when establishing the integrated nursing program, it was decided that the colleges would be entirely responsible for ensuring the acquisition of concepts related to human development (psychogenesis). As a result, it is particularly important that students enrolled in the *Nursing* 180.B0 program receive the same training as those enrolled in the 180.A0 program.

Phase 1 of the module *To establish a helping relationship* touches upon certain aspects covered in the *Nursing* program; however, the number of hours devoted to these concepts and the level at which they are discussed make it impossible to deem them equivalent to the college-level program. In DVS 5787, a module on patients with intellectual impairments was introduced, and phase 1 of the module *To establish a helping relationship* was adjusted so as not to repeat what is covered in element 1 of the new module. However, since intervention with patients with intellectual impairments is not part of the competencies to be acquired in nursing training at the college level, adding this new module to the secondary-level program has no impact on the recognition of prior learning.

Specification D (DVS 5735) or element 4 (DVS 5787) of the module *To intervene with patients with cognitive deficits* deals with disruptive behaviour. A link must be established between elements 4 and 5 of competency 01Q2 and specification E (DVS 5735) or element 5 (DVS 5787) of the module *To intervene with patients with mental health problems*, which deals with risk situations and appropriate behaviour in such situations.

CONCLUSION: Approximately 5 per cent of the college-level competency is covered at the secondary level. Five hours of prior learning could therefore be recognized for specification D (DVS 5735) or element 4 (DVS 5787) of the module *To intervene with patients with cognitive deficits*, and specification E (DVS 5735) or element 5 (DVS 5787) of the module *To intervene with patients with mental health problems*.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01Q3 To refer to a conceptual nursing framework to define one's professional practice</p> <p>Suggested Duration: 45 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To base one's own action on the foundations of professional practice. 2 To base nursing care activities on a conceptual model. 3 To apply the nursing process. 	<p>2 To intervene using a comprehensive approach to health</p> <p>Duration: 30 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ol style="list-style-type: none"> A Understand the role of health in its overall context. B Identify the attitudes that reflect a humane approach to care. C Identify a person's needs. D Draw upon a care practice model. E Explain the role of nursing assistants in the care procedure. <p>7 To help a person meet his or her nutritional needs</p> <p>Duration: 30 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ol style="list-style-type: none"> A Explain a person's nutritional needs. B Help a person select foods. C Associate diets with their therapeutic objective. D Cooperate in preventing food-related problems. 	<p>2 To intervene using a comprehensive approach to health</p> <p>Duration: 30 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Understand the concept of health in its overall context. 2 Identify the attitudes that reflect the humanization of care. 3 Identify the patient's needs. 4 Draw on a model of a care plan. 5 Explain the role of nursing assistants in the nursing process. <p>11 To help the patient meet his or her nutritional needs</p> <p>Duration: 30 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Explain the patient's nutritional needs. 2 Help the patient select his or her food. 3 Relate diets to their therapeutic objective. 4 Cooperate in preventing food-related problems.

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Although there is some degree of correspondence between specifications A, B, C and D (DVS 5735) or elements 1, 2, 3 and 4 (DVS 5787) of module 2 and the elements of competency 01Q3, module 2 does not cover subject-related knowledge specific to nursing. Specification E (DVS 5735) or element 5 (DVS 5787) is equivalent to an awareness of a conceptual model and care process.

The content of the DVS 5787 program is identical to that of DVS 5735. Specifications A, B and D (DVS 5735) or elements 1, 2 and 4 (DVS 5787) of the module *To intervene using a comprehensive approach to health* are related to element 2 of the competency, which deals with, among other things, knowledge of human needs, including nutritional needs.

CONCLUSION: About 30 per cent of competency 01Q3 is covered in the secondary-level program; 12 hours of prior learning could be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01Q4 To use assessment and nursing care procedures</p> <p>Suggested Duration: 105 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To carry out the preliminary steps to the implementation of the procedure. 2 To proceed with a clinical examination of the client. 3 To monitor a client's physical condition. 4 To assess a client's cognitive and affective functions. 5 To assess a client's ability to function autonomously. 6 To carry out nursing/medical care and treatment. 7 To administer medication by various routes. 8 To chart data. 	<p>4 To apply basic care procedures</p> <p>Duration: 105 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ol style="list-style-type: none"> A Move a person. B Remake a bed. C Provide hygiene care. D Apply the care procedures associated with elimination. E Help a person eat and drink. F Take vital signs. G Immobilize a person. H Apply the necessary post-mortem procedures. 	<p>4 To apply basic care procedures</p> <p>Duration: 105 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Move a patient. 2 Remake a bed. 3 Provide hygiene care. 4 Apply the care procedures associated with elimination. 5 Help the patient with eating and hydration. 6 Take vital signs. 7 Immobilize a patient. 8 Implement the necessary postmortem procedures.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
	<p style="text-align: center;">6 To prevent and control infection</p> <p>Duration: 60 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ul style="list-style-type: none"> A Detect signs of inflammation and infection. B Describe methods of controlling infection. C Wash their hands. D Wear gloves. E Handle contaminated equipment and body fluids. F Use of antimicrobial agents. G Change a dressing. H Take isolation precautions. I Stay abreast of the latest methods of preventing infection. <p style="text-align: center;">12 to 18 To refer to their knowledge of systems when providing care</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ul style="list-style-type: none"> E Provide basic care. F Provide specific care. 	<p style="text-align: center;">8 To prevent and control infection</p> <p>Duration: 60 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ul style="list-style-type: none"> 1 Detect signs of inflammation and infection. 2 Describe the methods of controlling infection. 3 Wash hands. 4 Wear gloves. 5 Handle contaminated equipment and body fluids. 6 Use antimicrobial agents. 7 Provide wound care. 8 Take isolation precautions. 9 Stay abreast of the latest methods of infection control. <p style="text-align: center;">7 and 12 to 16 To refer to their knowledge of systems when providing care</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ul style="list-style-type: none"> 5 Provide basic care. 6 Provide specific care.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
	<p>11 To take part in pharmacotherapy</p> <p>Duration: 60 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <p>A Comply with legislation governing the prescription and administration of medication.</p> <p>B Establish the relationship between a drug and its effect on the body.</p> <p>C Calculate drug dosage.</p> <p>D Prepare medication.</p> <p>E Administer medication.</p> <p>F Monitor self-medication.</p>	<p>9 To participate in drug therapy</p> <p>Duration: 60 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <p>1 Comply with the laws governing drug therapy.</p> <p>2 Establish links between medication or other substances and their effects on the body.</p> <p>3 Calculate the dosage of a drug or substance.</p> <p>4 Prepare medication or other substances.</p> <p>5 Administer medication or other substances.</p> <p>6 Monitor patient self-medication.</p>

ANALYSIS

As far as general or basic care is concerned, the content of the DVS 5787 program is identical to that of the DVS 5735 program.

The number of hours allotted to the module on prevention of infection remains the same in the DVS 5787 program; however, concepts dealing with vaccination have been added. In the *Nursing* program, vaccination is not dealt with in the competency *To use assessment and nursing care procedures*, but rather in the competency *To assist clients in the maintenance and improvement of their health*.

In the modules on the different systems, the last two specifications or elements deal with specific or basic care. These modules have undergone a few changes:

- In the module *Nervous and Sensory Systems*, an element, *Provide specific care*, was added to include ear cleaning.
- The modules *Cardiovascular System* and *Respiratory System* were combined and increased by 15 hours. Venipuncture and the care provided to patients with a tracheotomy were added to the content.
- In the module *Digestive System*, certain care procedures were added, i.e. the insertion of nasogastric and rectal tubes. The number of hours was not increased.
- Care procedures, such as vaginal irrigation, vaginal sampling and bladder installation, were also added to the module *Urinary and Reproductive Systems*. The duration of the module was not increased.

In the *Drug Therapy* module, the term “substances” was added to include vaccines. The procedures for administering medication mentioned in the module do not include intravenous administration.

In the module *Infection Control*, only specification G (DVS 5735) or element 7 (DVS 5787) relates to competency 01Q4 (dressing changes, wound care).

Although the care techniques may seem similar, one should never forget that nurses and nursing assistants do not have the same level of responsibility. Nursing assistants are trained to apply care **procedures**, which describe the actions required to provide care as well as the steps, conditions and limits involved in providing care. Nurses, on the other hand, are trained to use care **methods**, which outline not only specific instructions for providing care, but also the objectives to be attained and the elements to be evaluated and planned before deciding to provide care. These methods also specify the interventions required in case of complications and the information needed to document the care provided. Nurses are therefore responsible for all of the steps involved in providing care (decision, execution, supervision, evaluation of results). For this reason, a care procedure taught at the secondary level, such as the installation of a nasogastric tube, cannot be deemed equivalent to one taught at the college level.

Nevertheless, there is a certain degree of correspondence between the competency *To use assessment and nursing care procedures* and module 4, in terms of basic care, mobilization and vital signs. Also, students now admitted into the *Nursing 180.B0* program have received training in the application of such care procedures as venipuncture and the installation of nasogastric tubes, which are included in the DVS 5787 program. In addition, since November 2004, nursing assistants who graduated from the old programs must take training courses on vaccination (6 hours), blood collection (10 hours) and nasogastric tube installation (4 hours) to be on the roll of the Ordre des infirmières and infirmiers auxiliaires du Québec (OIIAQ) (*The legal capacity of the Registered Nursing Assistant*, OIIAQ, May 2004, and *Continuous training program 2004-2005*, OIIAQ).

Given the above, blood collection and nasogastric tube installation are care procedures that cannot be fully recognized. The time allocated to these procedures in program 180.B0 could be reduced as a result of the changes in the legislation regarding nursing assistants, particularly with respect to the assessment of a person's mental and physical state of health and the treatment of wounds.

CONCLUSION: About 50 per cent of competency 01Q14 is covered in the modules at the secondary level; approximately 50 hours of prior learning could be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01Q5</p> <p>To establish a helping communication with the client and his/her significant others</p> <p>Suggested Duration: 45 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To enter into relation with the client and his/her significant others. 2 To create an alliance with the client and his/her significant others. 3 To conduct an interview. 4 To interact within a helping relationship. 5 To support a client through a decision-making process concerning his/her health. 6 To support a client experiencing bereavement or loss, as well as his/her entourage. 7 To evaluate established relationships. 	<p>3</p> <p>To establish professional relationships</p> <p>Duration: 60 hours</p> <p>Situational Objective</p> <p>Phases:</p> <ol style="list-style-type: none"> 1 Information on the general principles of communication 2 Applying verbal and non-verbal communication techniques. 3 Applying techniques of written communication in the workplace 4 Becoming familiar with the principles and techniques of teamwork 5 Assessing their ability to communicate and work in a team <p>5</p> <p>To establish a helping relationship</p> <p>Duration: 30 hours</p> <p>Situational Objective</p> <p>Phases:</p> <ol style="list-style-type: none"> 1 Information on the various aspects of human behaviour 2 Information on the characteristics of persons requiring help 	<p>3</p> <p>To establish professional relationships</p> <p>Duration: 60 hours</p> <p>Situational Objective</p> <p>Phases:</p> <p>Information Phase: General principles of communication</p> <p>Participation Phase: Applying verbal and nonverbal communication techniques, applying techniques of written communication in the workplace, becoming familiar with the principles and techniques of teamwork</p> <p>Synthesis Phase: Evaluating their ability to communicate and work in a team</p> <p>5</p> <p>To establish a helping relationship</p> <p>Duration: 30 hours</p> <p>Situational Objective</p> <p>Phases:</p> <p>Information Phase: Human behaviour and characteristics of a helping relationship</p>

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
	3 Attitudes essential to establishing helping relationships 4 Evaluation of their ability to establish helping relationships 20 To use a palliative care approach Duration: 30 hours Situational Objective Phases: 1 Information on palliative care 2 Commitment to the palliative care process 3 Evaluating their own attitude to palliative care	Participation Phase: Commitment to the establishment of a helping relationship Synthesis Phase: Evaluating their ability to establish helping relationships 19 To use a palliative care approach Duration: 30 hours Situational Objective Phases: Information Phase: The palliative approach Participation Phase: Committing to the palliative care process Synthesis Phase: Evaluating their attitude to palliative care

ANALYSIS

A certain portion of competency 01Q5 is covered in these modules, since phases 1 and 2 of module 3, which deal with general communication principles and verbal and nonverbal communication techniques, correspond to element 1 of the competency.

Similarly, a link may also be established between the phases of the module *To establish a helping relationship* and the requirements of competency 01Q5 concerning the establishment of an informal helping relationship, and between phases 1 and 2 of the module *To use a palliative care approach* and element 6 of the competency.

However, certain important aspects of the competency are not covered: establishing a formal helping relationship, conducting an interview and providing support to a patient during the decision-making process.

It should also be noted that these three modules correspond to situational objectives and that evaluation of such objectives is based on the student's participation in activities and not on expected outcomes.

CONCLUSION: The modules cover roughly 40 per cent of competency 01QA; 20 hours of prior learning could therefore be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01Q6 To deal with social and cultural realities related to health matters</p> <p>Suggested Duration: 90 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To consider the social context surrounding one's own professional practice. 2 To take the client's family context into consideration. 3 To take the client's sociocultural characteristics into account. 4 To take social problem(s) into account. 5 To assess one's own attitudes and behaviours with regard to sociocultural diversity. 	<p>No module can be associated with this competency.</p>	<p>No module can be associated with this competency.</p>

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01Q7</p> <p>To link immunological disorders and infections to physiological and metabolic mechanisms</p> <p>Suggested Duration: 75 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To specify the action of an aggressive agent on the human body. 2 To define the body's reactions to the aggressor. 3 To describe the infectious or immunological disorder. 4 To relate the immunopathological disorder to the therapy. 5 To examine measures to prevent or control infection. 	<p>6</p> <p>To prevent and control infection</p> <p>Duration: 60 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ol style="list-style-type: none"> A Detect signs of inflammation and infection. B Describe methods of controlling infection. C Wash their hands. D Wear gloves. E Handle contaminated equipment and body fluids. F Use of antimicrobial agents. G Change a dressing. H Take isolation precautions. I Stay abreast of the latest methods of preventing infection. 	<p>8</p> <p>To prevent and control infection</p> <p>Duration: 60 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Detect signs of inflammation and infection. 2 Describe the methods of controlling infection. 3 Wash hands. 4 Wear gloves. 5 Handle contaminated equipment and body fluids. 6 Use antimicrobial agents. 7 Provide wound care. 8 Take isolation precautions. 9 Stay abreast of the latest methods of infection control.

ANALYSIS

Elements 1, 2, 3 and 4 of competency 01Q7 refer to subject-specific knowledge in microbiology and epidemiology, subjects that are not covered in the module at the secondary level. However, the module meets the requirements of element 5 of the competency (preventive measures and infection control).

CONCLUSION: About 20 per cent of competency 01Q7 is covered in the module; 15 hours of prior learning could be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01Q8</p> <p>To interpret a clinical situation by referring to health problems and other problems related to the field of nursing</p> <p>Suggested Duration: 135 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To describe the health problem. 2 To relate test results to the diagnosed health problem. 3 To relate the health problem to the therapy. 4 To identify nursing-related problems connected to the health situation. 5 To outline the nursing interventions. 	<p>12 to 18</p> <p>To refer to their knowledge of systems when providing care*</p> <p>Duration: 315 hours of class and lab work, 120 of which are allocated to biology concepts and a certain number to care procedures</p> <p>* Modules 12 to 18 are structured in the same way and contain more or less the same specifications; each module refers to one or two systems of the human body.</p> <p>Behavioural Objectives</p> <p>Module 12: Musculoskeletal system Module 13: Nervous and sensory systems Module 14: Endocrine system Module 15: Cardiovascular system Module 16: Respiratory system Module 17: Digestive system Module 18: Urinary and reproductive systems</p> <p>Specifications of the Expected Behaviour:</p> <ol style="list-style-type: none"> A Discern the structural organization of the human body (module 12 only). B Discern the anatomical structure of the system in question. C Describe the role of the organs or components of the system in question (the specifications may refer to either organs or components, depending on the system). D Describe the clinical signs associated with changes in the system in question. 	<p>7 and 12 to 16</p> <p>To refer to their knowledge of systems when providing care*</p> <p>Duration: 330 hours of class and lab work, 120 of which are allocated to biology concepts and a certain number to care procedures</p> <p>* Modules 7 and 12 to 16 are structured in the same way and contain more or less the same elements; each module refers to one or two systems of the human body.</p> <p>Behavioural Objectives</p> <p>Module 7: Musculoskeletal system Module 12: Nervous and sensory systems Module 13: Endocrine system Module 14: Cardiovascular and respiratory systems Module 15: Digestive system Module 16: Urinary and reproductive systems</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Discern the structural organization of the human body (module 7 only). 2 Discern the anatomical structures of the system in question. 3 Describe the role of the organs or components of the system in question (the elements may refer to either organs or components, depending on the system). 4 Describe the clinical signs associated with alterations in the system in question.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
	<p>E Provide basic care associated with changes in the system in question.</p> <p>F Provide specific care associated with changes in the system in question.</p> <p style="text-align: center;">7</p> <p>To help a person meet his or her nutritional needs</p> <p>Duration: 30 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <p>A Explain a person's nutritional needs.</p> <p>B Help a person select foods.</p> <p>C Associate diets with their therapeutic objective.</p> <p>D Cooperate in preventing food-related problems.</p> <p style="text-align: center;">21</p> <p>To intervene with persons with cognitive deficits</p> <p>Duration: 45 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <p>A Explain the normal process of aging.</p> <p>B Describe the clinical signs of dementia.</p> <p>C Support the person with cognitive deficits.</p> <p>D Intervene in cases of disruptive behaviour.</p>	<p>5 Provide basic care associated with alterations in the system in question.</p> <p>6 Provide specific care associated with alterations in the system in question.</p> <p style="text-align: center;">11</p> <p>To help the patient meet his or her nutritional needs</p> <p>Duration: 30 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <p>1 Explain the patient's nutritional needs.</p> <p>2 Help the patient select his or her food.</p> <p>3 Relate diets to their therapeutic objective.</p> <p>4 Cooperate in preventing food-related problems.</p> <p style="text-align: center;">18</p> <p>To intervene with patients with cognitive deficits</p> <p>Duration: 45 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <p>1 Explain the normal aging process.</p> <p>2 Describe the clinical signs of dementia.</p> <p>3 Support patients presenting cognitive deficits.</p> <p>4 Intervene in cases of disruptive behaviour.</p>

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
	<p style="text-align: center;">22</p> <p style="text-align: center;">To intervene with persons with mental health problems</p> <p>Duration: 45 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ul style="list-style-type: none"> A Situate mental health. B Recognize signs of anxiety. C Describe the signs associated with mental health problems. D Describe various intervention techniques for dealing with persons with mental health problems. E Describe the intervention techniques to apply in a crisis. 	<p style="text-align: center;">20</p> <p style="text-align: center;">To intervene with patients with mental health problems</p> <p>Duration: 45 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ul style="list-style-type: none"> 1 Define mental health. 2 Recognize signs of anxiety. 3 Describe the signs associated with mental health problems. 4 Describe various intervention techniques for dealing with patients with mental health problems. 5 Describe crisis intervention techniques. <p style="text-align: center;">27</p> <p style="text-align: center;">To intervene with patients with intellectual impairments</p> <p>Duration: 30 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ul style="list-style-type: none"> 1 Refer to the normal development of children and adolescents. 2 Determine the presence of intellectual impairment in a patient. 3 Support an intellectually impaired patient in developing his or her autonomy. 4 Use intervention methods to foster the integration of intellectually impaired patients into the community.

ANALYSIS

The modules *To help a patient meet his or her nutritional needs*, *To intervene with patients with cognitive deficits* and *To intervene with patients with mental health problems* remain unchanged, except for slight modifications in the formulation of the elements.

In the DVS 5787 program, the module *To refer to their knowledge of cardiovascular and respiratory systems when providing care* was created by combining two separate modules of the 5735 program on the cardiovascular and the respiratory systems, to which 15 hours were added to cover care procedures. Of the total number of hours allocated to the modules on the various systems of the human body, roughly 90 hours are spent on systemic alterations, their clinical signs and the care associated with these alterations. The concepts acquired in these modules make it easier to understand the health problems covered in competency 01Q8, *To interpret a clinical situation by referring to health problems and other problems related to the field of nursing*. However, interpreting a clinical situation is based on knowledge of physiopathological processes as well as diagnostic and therapeutic methods that go beyond what is covered in the modules of the DVS program. In addition, elements 4 and 5 of the college-level competency refer to knowledge specific to the subject of nursing, which is not covered in the DVS program modules. Although module 27, *To intervene with patients with intellectual impairments*, deals with mental retardation, a disorder categorized in the *Diagnostic and Statistical Manual of Mental Disorders* (DSM), mental retardation is not part of the health problems that must be studied in the college-level *Nursing* program.

The diet therapy concepts presented in specification C or element 3 of the module *Nutrition* facilitate the acquisition of element 3 of competency 01Q8.

CONCLUSION: About 30 per cent of the competency 01Q8 is covered in the secondary-level program; approximately 40 hours of prior learning could therefore be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01Q9 To establish links between pharmacotherapy and a clinical situation</p> <p>Suggested Duration: 60 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To interpret a medical prescription for medication. 2 To relate clinical manifestations to the medication prescribed. 3 To anticipate the effects of the drug. 4 To specify conditions for drug administration. 5 To select measures to support medication. 6 To plan prescription follow-up. 	<p>11 To take part in pharmacotherapy</p> <p>Duration: 60 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ol style="list-style-type: none"> A Comply with legislation governing the prescription and administration of medication. B Establish the relationship between a drug and its effect on the body. C Calculate drug dosage. D Prepare medication. E Administer medication. F Monitor self-medication. 	<p>9 To participate in drug therapy</p> <p>Duration: 60 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Comply with the laws governing drug therapy. 2 Establish links between medication or other substances and their effects on the body. 3 Calculate the dosage of a drug or substance. 4 Prepare medication or other substances. 5 Administer medication or other substances. 6 Monitor patient self-medication.

ANALYSIS

The legal aspect of drug administration (as it relates to the role of nursing assistants), the main drug classifications and the monitoring of patient self-medication are all covered in the module. The term "other substances" was introduced in DVS 5787 to include vaccines. In the college-level program, vaccination is covered in competency 01QB, *To assist clients in the maintenance and improvement of their health*.

Recognition of learning is granted for drug administration procedures [specifications C, D and E (DVS 5735) or elements 3, 4 and 5 (DVS 5787)] for competency 01Q4, *To use assessment and nursing care procedures*.

Obviously, the systematic process, including the decision-making process, followed by nurses when administering medication is not covered in the DVS program. The pharmacokinetic and pharmacodynamic principles are also treated in greater depth in the *Nursing* program, as students possess the necessary knowledge of chemistry and biology to understand these principles at the college level.

CONCLUSION: About 25 per cent of competency 01Q9 is covered in the module; 15 hours of prior learning could therefore be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01QA To teach the client and his/her significant others</p> <p>Suggested Duration: 45 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To determine needs and expectations with respect to information and learning. 2 To provide information on health, nursing care and services. 3 To organize a teaching activity. 4 To provide teaching on an individual basis. 5 To teach a small group of people. 6 To evaluate the results of the activity. 7 To chart data. 		

ANALYSIS

No modules correspond to this competency. The DVS program trains students to provide information on the care given, but not to teach patients, their families and significant others.

CONCLUSION: Recognition of prior learning cannot be granted officially. However, it is reasonable to assume that competency 01QA could be acquired in a shorter period of time, as the training and clinical practice acquired at the secondary level provide some basic knowledge and skills related to element 2 of the competency. It should also be noted that section 39.4 of the *Professional Code*, which deals with disseminating information, promoting health and preventing illness, applies to the profession of nursing assistants as well as nurses. This could be taken into account in the instructional planning.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01QB To assist clients in the maintenance and improvement of their health</p> <p>Suggested Duration: 75 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To perform health care activities as part of a prevention program. 2 To promote a healthy lifestyle. 3 To make the client aware of various risk situations. 4 To support the client taking charge of his/her health. 5 To assess the client's capacity to take charge of himself/herself after returning to his/her natural environment. 		<p>8 To prevent and control infection</p> <p>Duration: 60 hours</p> <p>Behavioural Objective</p> <p>Element of the Competency:</p> <ol style="list-style-type: none"> 2 Describe the methods of controlling infection. <p>9 To participate in drug therapy</p> <p>Duration: 60 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 4 Prepare medication or other substances. 5 Administer medication or other substances.

ANALYSIS

No module in the DVS 5735 program requires the students to participate in activities to promote health and prevent illness or trains them in assessing a patient's ability to take charge of himself/herself during a post-hospitalization period.

Since November 2004, in order to be on the roll of the Ordre des infirmières and infirmiers auxiliaires du Québec (OIIAQ), nursing assistants must take a training course on vaccination (6 hours) (*The legal capacity of the Registered Nursing Assistant*, OIIAQ, May 2004, and *Continuous training program 2004-2005*, OIIAQ). The law now authorizes nursing assistants to **contribute** to vaccination, although they must do so under the supervision of a nurse. Nurses must be able to perform all of the steps involved in this activity (decision, execution, supervision, evaluation of results) on their own. In DVS 5787, the theoretical concepts related to vaccination are associated with element 2 of module 8, while the administration of vaccines is included in elements 4 and 5 of module 9. Nursing assistants who

graduated from the older programs must take a training course on vaccination (6 hours) (*The legal capacity of the Registered Nursing Assistant*, OIIAQ, May 2004, and *Continuous training program 2004-2005*, OIIAQ).

As for the other aspects of competency 01QB, the training and clinical practice acquired in the secondary-level program provide some basic knowledge and skills related to elements 2 and 3 of the competency. It should also be noted that section 39.4 of the *Professional Code*, which deals with disseminating information, promoting health and preventing illness, applies to the profession of nursing assistants.

CONCLUSION: Approximately 15 hours of prior learning could be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01QC To adapt to various work situations</p> <p>Suggested Duration: 45 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To assume the emotional consequences inherent in carrying out duties. 2 To manage the stress inherent in professional practice. 3 To prevent professional burnout. 4 To react to a crisis situation. 5 To organize one's workload. 6 To adjust to changes in work environment. 7 To assume responsibility for one's own professional development. 	<p>5 To establish a helping relationship</p> <p>Duration: 30 hours</p> <p>Situational Objective</p> <p>Phase 3: Attitudes essential to establishing helping relationships</p> <p>The other phases of the module do not relate in any way to the competency.</p> <p>22 To intervene with persons with mental health problems</p> <p>Duration: 45 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ol style="list-style-type: none"> A Situate mental health. B Recognize signs of anxiety. C Describe the signs associated with mental health problems. D Describe various intervention techniques for dealing with persons with mental health problems. E Describe the intervention techniques to apply in a crisis. 	<p>5 To establish a helping relationship</p> <p>Duration: 30 hours</p> <p>Situational Objective</p> <p>Participation Phase: Commitment to the establishment of a helping relationship</p> <p>The other phases of the module do not relate in any way to the competency.</p> <p>20 To intervene with patients with mental health problems</p> <p>Duration: 45 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Define mental health. 2 Recognize signs of anxiety. 3 Describe the signs associated with mental health problems. 4 Describe various intervention techniques for dealing with patients with mental health problems. 5 Describe crisis intervention techniques.

ANALYSIS

In order to gain a better understanding of themselves, the students are asked in phase 3 (DVS 5735) or the participation phase (DVS 5787) of the module *To establish a helping relationship*, to identify their reactions to stress, and, in specification B (DVS 5735) or element 2 (DVS 5787) of the module *To intervene with patients with mental health problems*, to recognize the strategies used to reduce their anxiety. These aspects relate to element 2 of competency 01QC, which further develops the concept of stress and stress management.

Specification E (DVS 5735) or element 5 (DVS 5787) of the module *To intervene with patients with mental health problems* infers that students must be able to recognize the warning signs and behaviour associated with crisis situations, as well as ways of preventing crises. The college-level competency requires somewhat more of nurses: they must be able to react, or intervene, in order to diffuse a crisis and provide support to the client.

The modules of the practicum which require students to plan their work, work independently and show initiative correspond to element 5 of the competency and should therefore be recognized. Efficient time management, however, is not included in these modules.

CONCLUSION: About 60 per cent of the competency 01QC is covered in the modules; 25 hours of prior learning could therefore be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01QD To establish a cooperative relationship with members of the interdisciplinary team</p> <p>Duration: 45 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To work collaboratively within a care team. 2 To coordinate nursing activities. 3 To work within the interdisciplinary team. 4 To intervene in conflictual work situations. 5 To carry out administrative duties. 6 To process information to ensure continuity of care and follow-up. 	<p>3 To establish professional relationships</p> <p>Duration: 60 hours</p> <p>Situational Objective</p> <p>Phases:</p> <ol style="list-style-type: none"> 1 Information on the general principles of communication 2 Applying verbal and non-verbal communication techniques 3 Applying techniques of written communication in the workplace 4 Becoming familiar with the principles and techniques of teamwork 5 Assessing their ability to communicate and work in a team 6 	<p>3 To establish professional relationships</p> <p>Duration: 60 hours</p> <p>Situational Objective</p> <p>Phases:</p> <p>Information Phase: General principles of communication</p> <p>Participation Phase: Applying verbal and nonverbal communication techniques, applying techniques of written communication in the workplace, becoming familiar with the principles and techniques of teamwork</p> <p>Synthesis Phase: Evaluating their ability to communicate and work in a team</p>

ANALYSIS

In terms of collaboration within a care team, phases 4 and 5 of DVS 5735 or the participation and synthesis phases of DVS 5787 generally correspond to element 1 of the competency, although the topic is treated from the point of view of nursing assistants.

Information processing using computerized tools, a component of phase 3 of DVS 5735 or of the participation phase of DVS 5787, corresponds to one of the requirements of element 5.

The other elements of the competency refer to activities specific to nurses and are not covered in the *Health, Assistance and Nursing* program.

CONCLUSION: About 30 per cent of competency 01QD is covered in the secondary-level program; approximately 15 hours of prior learning could therefore be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01QE To intervene with hospitalized adults and elderly clients requiring medical/surgical nursing</p> <p>Suggested Duration: 510 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To seek information in order to ensure continuity of care. 2 To perform an initial or an ongoing assessment of a client. 3 To ensure clinical monitoring. 4 To outline the care needs. 5 To develop a therapeutic nursing plan. 6 To plan the implementation of a therapeutic nursing plan. 7 To carry out the interventions: <ul style="list-style-type: none"> – to provide nursing/medical care and treatment – to assist the client with daily activities – to provide information, advice or teaching 8 To administer medication. 9 To evaluate nursing interventions and outcomes. 10 To ensure continuity of care and follow-up. 	<p>Modules 19, 26, 27, 31</p> <p>Behavioural Objectives</p> <p>19 To provide specific care</p> <p>Duration: 75 hours of practicum</p> <p>Specifications of the Expected Behaviour:</p> <ol style="list-style-type: none"> A Plan their work. B Detect clinical signs associated with various problems. C Provide general and specific care. D Administer medication. E Provide information on the care provided. <p>26 To provide care in a medical unit</p> <p>Duration: 120 or 150 hours of practicum</p> <p>Specifications of the Expected Behaviour:</p> <ol style="list-style-type: none"> A Plan their work. B Observe the person's condition. C Provide support to the person. D Provide specific care. E Provide information on the person's condition. 	<p>Modules 17, 24, 26, 30</p> <p>Behavioural Objectives</p> <p>17 To provide specific care</p> <p>Duration: 75 hours of practicum</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Plan the work. 2 Detect clinical signs associated with various problems. 3 Provide basic and specific care. 4 Administer medication or other substances. 5 Provide information on the care provided. <p>24 To provide care in a medical unit</p> <p>Duration: 120 or 150 hours of practicum</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Plan the work. 2 Observe the patient's condition. 3 Provide support to the patient. 4 Provide specific care. 5 Provide information on the patient's condition.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01QK</p> <p>To intervene with clients receiving medical/surgical nursing care in an ambulatory service</p> <p>Suggested Duration: 60 hours</p> <p>The work process of competency 01QK is almost identical to that of competency 01QE.</p>	<p>27</p> <p>To provide pre- and postoperative care to adults</p> <p>Duration: 90 hours of practicum</p> <p>Specifications of the Expected Behaviour:</p> <ul style="list-style-type: none"> A Plan their work. B Provide preoperative care. C Provide postoperative care. D Provide information on the care provided and the person's condition. <p>31</p> <p>To integrate into the work environment</p> <p>Duration: 90 hours of practicum</p> <p>Specifications of the Expected Behaviour:</p> <ul style="list-style-type: none"> A Establish care priorities. B Provide care. C Communicate with the person. D Cooperate with the multidisciplinary team. 	<p>26</p> <p>To provide pre- and postoperative care to adults</p> <p>Duration: 90 or 120 hours of practicum</p> <p>Elements of the Competency:</p> <ul style="list-style-type: none"> 1 Plan the work. 2 Provide preoperative care. 3 Provide postoperative care. 4 Provide information on the care provided and the patient's condition <p>30</p> <p>To become integrated into the work environment</p> <p>Duration: 90 hours of practicum</p> <p>Elements of the Competency:</p> <ul style="list-style-type: none"> 1 Establish care priorities. 2 Provide care. 3 Communicate with the patient. 4 Cooperate with the multidisciplinary team.

ANALYSIS

These modules correspond to practicums in a medical unit, in active geriatrics and in a surgical unit. For the modules *To provide specific care* and *To become integrated into the work environment*, the practicums may take place in a medical setting **OR** in active geriatrics.

The revision of the *Health, Assistance and Nursing* program has resulted in a shorter practicum in surgery. Although its duration has been reduced from 120 to 90 hours, the centres that are able to do so may nonetheless allocate 120 hours.

The work process that characterizes competencies 01QE and 01QK is more elaborate than the one presented at the secondary level and refers to tasks and responsibilities that are specific to the nursing profession.

Intervention with clients receiving care in ambulatory services is a competency found only in the college-level program. The DVS program does not contain any objective related to ambulatory care.

Given the above, it is important to allow the students sufficient time to meet all of the requirements inherent in the above competencies.

The clinical work should therefore be selected in such a way as to give students the best chances of learning the role and function of a nurse.

CONCLUSION: Given the learning acquired in a clinical setting for the above-mentioned modules, the total number of hours allocated to competencies 01QE and 01QK could be reduced by about 45 per cent. Approximately 255 hours of prior learning could therefore be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01QF</p> <p>To use the ethics and values of the profession to understand one's own role</p> <p>Suggested Duration: 45 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To comply with professional values. 2 To assume responsibility for actions and decisions. 3 To understand the moral dimensions of the role. 4 To consider various professional situations from an ethical point of view. 5 To become involved in maintaining and improving the quality of nursing care. 	<p>8</p> <p>To familiarize themselves with the ethical and legal aspects of the profession</p> <p>Duration: 30 hours</p> <p>Situational Objective</p> <p>Phases:</p> <ol style="list-style-type: none"> 1 Information on the legal documents governing professional practice 2 Information on professional conduct 3 Consideration of ethical questions 4 Evaluation of their ability to comply with rules of ethics and legislation 	<p>6</p> <p>To familiarize themselves with the ethical and legal aspects of the profession</p> <p>Duration: 30 hours</p> <p>Situational Objective</p> <p>Phases:</p> <p>Information Phase: Legal documents related to the practice of the profession and professional conduct</p> <p>Participation Phase: Consideration of ethical questions</p> <p>Synthesis Phase: Evaluating their ability to comply with rules of ethics and legislation</p>

ANALYSIS

The topics covered in phases 3 and 4 (DVS 5735) or in the participation and synthesis phases (DVS 5787) of the module appear similar to those covered in element 4 of the competency 01QF, in that they make students aware of ethical questions and rules of ethics. However, the college-level competency goes further as it is based on knowledge acquired in the humanities course specific to the program, which enables students to acquire the competency *To apply a critical thought process to ethical issues relevant to the field of study*.

Phase 2 (DVS 5735) or the information phase (DVS 5787) of the module discusses the professional values and conduct of nursing assistants, while elements 1 and 2 of the competency deal with the professional values and conduct of nurses.

CONCLUSION: Approximately 30 per cent of competency 01QF is covered in the module; approximately 15 hours of prior learning could therefore be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01QG To apply emergency measures</p> <p>Suggested Duration: 45 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To initiate emergency intervention. 2 To perform cardiopulmonary resuscitation. 3 To provide first aid. 4 To report data regarding the situation. 5 To apply interdisciplinary care protocols. 	<p>28 To intervene in an emergency situation</p> <p>Duration: 30 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ol style="list-style-type: none"> A Apply the general emergency intervention strategy. B Administer first aid in case of a change in the level of consciousness. C Administer first aid in case of respiratory distress, obstruction or arrest. D Administer first aid in case of cardiac discomfort or arrest. E Administer first aid in case of soft tissue injury. F Administer first aid in case of hemorrhaging and shock. G Administer first aid in case of muscle, bone or joint injury. H Administer first aid in case of poisoning or allergy. I Administer first aid in case of problems due to heat or cold. 	<p>22 To intervene in an emergency situation</p> <p>Duration: 30 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Apply the general emergency intervention strategy. 2 Administer first aid in case of an alteration in the level of consciousness. 3 Administer first aid in cases of respiratory distress, obstruction or arrest. 4 Administer first aid in cases of cardiac discomfort or arrest. 5 Administer first aid in cases of soft tissue injury. 6 Administer first aid in cases of hemorrhage and shock. 7 Administer first aid in cases of muscle, bone or joint injury. 8 Administer first aid in cases of poisoning or allergy. 9 Administer first aid in case of problems due to heat or cold.

ANALYSIS

All of the elements of the competency 01QG, with the exception of element 5, are covered in the module. Element 5, *To apply interdisciplinary care protocols*, refers to activities specific to the nursing profession.

CONCLUSION: About 75 per cent of this competency is covered in the module; 35 hours of prior learning could therefore be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01QH To intervene with clients requiring nursing care in a perinatal setting Suggested Duration: 75 hours</p> <p>01QJ To intervene with children and adolescents requiring nursing care Suggested Duration: 90 hours</p>	<p>Perinatal care and the care given to children and adolescents are no longer part of the <i>Health, Assistance and Nursing</i> program.</p>	<p>Perinatal care and the care given to children and adolescents are no longer part of the <i>Health, Assistance and Nursing</i> program.</p>

CONCLUSION: No prior learning may be recognized for these two competencies. In *Nursing* 180.21, 30 hours used to be recognized for perinatal care.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01QL To intervene with clients requiring mental health nursing care</p> <p>Suggested Duration: 120 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To seek information in order to ensure continuity of care. 2 To perform an initial or an ongoing assessment of the client. 3 To ensure clinical monitoring. 4 To outline the care needs. 5 To develop a therapeutic nursing plan. 6 To plan the implementation of a therapeutic nursing plan. 7 To carry out the interventions: <ul style="list-style-type: none"> – to provide nursing/medical care and treatment – to supervise and assist the client with daily activities – to provide information, advice or teaching 8 To administer medication. 9 To evaluate nursing interventions and outcomes. 10 To ensure continuity of care and follow-up. 	<p>22 To intervene with persons with mental health problems</p> <p>Duration: 45 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ol style="list-style-type: none"> A Situate mental health. B Recognize signs of anxiety. C Describe the signs associated with mental health problems. D Describe various intervention techniques for dealing with persons with mental health problems. E Describe the intervention techniques to apply in a crisis. 	<p>20 To intervene with patients with mental health problems</p> <p>Duration: 45 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Define mental health. 2 Recognize signs of anxiety. 3 Describe the signs associated with mental health problems. 4 Describe various intervention techniques for dealing with patients with mental health problems. 5 Describe crisis intervention techniques.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
	<p style="text-align: center;">24</p> <p style="text-align: center;">To provide care to persons with mental health problems</p> <p>Duration: 90 hours of practicum</p> <p>Situational Objective</p> <p>Phases:</p> <ol style="list-style-type: none"> 1 Information on a psychiatric or psychogeriatric unit 2 Gradual involvement in providing care 3 Evaluation of the learning process 	<p style="text-align: center;">23</p> <p style="text-align: center;">To provide care to patients with mental health problems</p> <p>Duration: 60 hours of practicum</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Plan the work. 2 Observe the patient's condition. 3 Communicate with the patient. 4 Provide support to the patient. 5 Cooperate with the interdisciplinary team. <p style="text-align: center;">27</p> <p style="text-align: center;">To intervene with patients with intellectual impairments</p> <p>Duration: 30 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ol style="list-style-type: none"> 1 Refer to the normal development of children and adolescents. 2 Determine the presence of intellectual impairment in a patient. 3 Support an intellectually impaired patient in developing his or her autonomy. 4 Use intervention methods to foster the integration of intellectually impaired patients into the community.

ANALYSIS

The module *To intervene with patients with mental health problems* deals with such theoretical concepts as anxiety and mental health problems. At the college level, these topics are covered in competency 01Q8 and the recognition of prior learning has already been considered for that competency.

To establish what prior learning may be recognized for competency 01QL, the following must be taken into account:

- In the DVS program, the practicums are carried out in a psychiatric **OR** a psychogeriatric setting, while in the DCS program, they must be carried out in active adult psychiatry.
- While the module *To provide care to patients with mental health problems* corresponded to a situational objective in DVS 5735, it now corresponds to a behavioural objective in DVS 5787. As a result, the students' evaluation, previously based on their participation in the suggested activities, is now based on expected outcomes. This modification should guarantee that students graduating from DVS 5787 have attained a certain standard in terms of care provision and minimizes the impact that a 30-hour reduction may have on the new program.
- The phase *Commitment to the establishment of a helping relationship* of module 5, *To establish a helping relationship*, has been streamlined; links have now been established with the care provided to patients with mental health problems. Moreover, students of the *Health, Assistance and Nursing* program must now analyze an interaction in module 5.
- Module 27, *To intervene with patients with intellectual impairments*, deals with mental retardation, a disorder categorized in the DSM. It should be noted that mental retardation is not part of the health problems that must be studied in the *Nursing* program at the college level and that this program does not provide practicums with this type of clientele. However, learning acquired in relation to elements 2, 3 and 4 of the module will facilitate the acquisition of competency 01QL.
- The role and responsibilities of psychiatric nurses differs greatly from those of nursing assistants. In addition, positions are no longer available to nursing assistants in active psychiatry.
- Competency 01QL requires the establishment of formal helping relationships, which is not covered in the *Health, Assistance and Nursing* program.
- It can be assumed that the competency could be acquired in a shorter period of time, as the students are already familiar with a psychiatric setting and have had the opportunity to care for patients with mental health problems.

Given the time needed for students to acquire the missing concepts and to fully understand their new professional role, it would be difficult to recognize more than 15 hours of prior learning.

CONCLUSION: About 15 per cent of competency 01QL is covered in the modules; 20 hours of prior learning could be recognized.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
<p>01QM To intervene with adults and elderly clients experiencing loss of autonomy who require institutional nursing</p> <p>Suggested Duration: 105 hours</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To seek information in order to ensure continuity of care. 2 To perform an initial or an ongoing assessment of the client. 3 To ensure clinical monitoring. 4 To outline the care needs. 5 To develop a therapeutic nursing plan. 6 To plan the implementation of a therapeutic nursing plan. 7 To carry out the interventions: <ul style="list-style-type: none"> – to provide nursing/medical care and treatment – to supervise and assist client with daily activities – to provide information, advice or teaching 8 To administer medication. 9 To evaluate nursing interventions and outcomes. 10 To ensure continuity of care and follow-up. <p>N. B.: Clinical activities in one of the following settings: geriatrics, chronicity, rehabilitation, palliative care</p>	<p>20 To use a palliative care approach</p> <p>Duration: 30 hours</p> <p>Situational Objective</p> <p>Phases:</p> <ol style="list-style-type: none"> 1 Information on palliative care 2 Commitment to the palliative care process 3 Evaluating their own attitude to palliative care <p>Modules 21, 23 and 25 refer to behavioural objectives.</p>	<p>19 To use a palliative care approach</p> <p>Duration: 30 hours</p> <p>Situational Objective</p> <p>Phases:</p> <p>Information Phase: The palliative approach Participation Phase: Committing to the palliative care process Synthesis Phase: Evaluating their attitude to palliative care</p> <p>Modules 18, 21 and 25 refer to behavioural objectives.</p>

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
	<p style="text-align: center;">21</p> <p style="text-align: center;">To intervene with persons with cognitive deficits</p> <p>Duration: 45 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ul style="list-style-type: none"> A Explain the normal process of aging. B Describe the clinical signs of dementia. C Support the person with cognitive deficits. D Intervene in cases of disruptive behaviour. <p style="text-align: center;">23</p> <p style="text-align: center;">To provide geronto-geriatric care</p> <p>Duration: 120 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <ul style="list-style-type: none"> A Plan their work. B Observe the person's condition. C Choose intervention strategies appropriate to the cognitive deficits. D Support a dying person and his or her family. E Provide general and adapted care. F Communicate information on the person's condition. 	<p style="text-align: center;">18</p> <p style="text-align: center;">To intervene with patients with cognitive deficits</p> <p>Duration: 45 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ul style="list-style-type: none"> 1 Explain the normal aging process. 2 Describe the clinical signs of dementia. 3 Support patients presenting cognitive deficits. 4 Intervene in cases of disruptive behaviour. <p style="text-align: center;">21</p> <p style="text-align: center;">To provide geronto-geriatric care</p> <p>Duration: 120 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <ul style="list-style-type: none"> 1 Plan their work. 2 Observe the patient's condition. 3 Choose intervention strategies appropriate to the cognitive deficits. 4 Support a dying patient and his or her family. 5 Provide basic and specific care. 6 Provide information on the patient's condition.

Competencies DCS 180.A0 (2004 version)	Modules DVS 5735	Modules DVS 5787
	<p>25</p> <p>To provide care to persons undergoing physical rehabilitation</p> <p>Duration: 120 hours</p> <p>Behavioural Objective</p> <p>Specifications of the Expected Behaviour:</p> <p>A Plan their work.</p> <p>B Observe the person's condition.</p> <p>C Provide the person with moral support.</p> <p>D Provide basic care associated with physical rehabilitation.</p> <p>E Provide information on the person's condition.</p> <p>F Cooperate during interdisciplinary team meetings.</p>	<p>25</p> <p>To provide care to patients undergoing physical rehabilitation</p> <p>Duration: 90 or 120 hours</p> <p>Behavioural Objective</p> <p>Elements of the Competency:</p> <p>1 Plan the work.</p> <p>2 Observe the patient's condition.</p> <p>3 Provide patient with moral support.</p> <p>4 Provide basic care associated with physical rehabilitation.</p> <p>5 Provide information on the patient's condition.</p> <p>6 Cooperate during interdisciplinary team meetings.</p>

ANALYSIS

Knowledge of palliative care, dying patients and their needs constitutes prior learning that can be recognized.

The content of the module *To intervene with patients with cognitive deficits* corresponds to some of the requirements of competency 01QM and is therefore considered in the recognition of prior learning.

Although these modules include a great number of practicum hours, this time is spent training students to assume their roles as nursing assistants. The specific role that nurses perform with patients and their families and in the multidisciplinary teams is not part of the learning content of the *Health, Assistance and Nursing* program.

In spite of the importance given in the DVS program to the care of patients experiencing loss of autonomy, the *Nursing 180.B0* program must devote at least six days of practicum **EXCLUSIVELY** to the nurse's role in such care settings.

CONCLUSION: About 50 per cent of competency 01QM is covered in the modules; 50 to 55 hours of prior learning could therefore be recognized.

The module *To undertake a job search* (15 hours) has been cut from DVS 5787. The modules *To provide basic care to patients with a loss of autonomy* (60 hours of practicum), *To provide care to patients with physical or intellectual impairments* (60 hours of practicum), and *To provide care to patients affected by a loss of autonomy in family or intermediate-type establishments* (60 hours of practicum) cannot be considered in the recognition of prior learning. These objectives are not part of the *Nursing 180.A0* program.

APPENDIX

PROPOSED LOGIC DIAGRAM AND ORGANIZATIONAL MODEL FOR THE COMPETENCIES OF THE NURSING 180.B0 PROGRAM

Proposed Logic Diagram and Organizational Model for the Competencies of the *Nursing* 180.B0 Program

The rationale behind the proposed logic diagram for the *Nursing* 180.B0 program is similar to the one used for the competencies of the *Nursing* 180.A0 program. (cf. *Hypothèses d'organisation des compétences—Projet de programme—Soins infirmiers—Janvier 2000*).

For each of the competencies, the prior learning recognized must be put to use and evaluated.

As for specific competencies, the sequence proposed for clinical work is based mostly on the sequence followed in the old program (180.21).

**Proposed Logic Diagram for the Competencies
of the *Nursing 180.B0* program**

List of Competencies			Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
Q0	To analyze the work function	15 hrs	15 hrs				
Q1	To develop an integrated perception of the human body and its functions	195 hrs	105 hrs	90 hrs			
Q2	To deal with a client's reactions and behaviours	85 hrs	45 hrs	40 hrs			
Q3	To refer to a conceptual nursing framework to define one's professional practice	30 hrs	30 hrs				
Q4	To use assessment and nursing care procedures	55 hrs	40 hrs	10 hrs	5 hrs		
Q5	To establish a helping communication with the client and his/her significant others	25 hrs	25 hrs				
Q6	To deal with social and cultural realities related to health matters	90 hrs	45 hrs			45 hrs	
Q8	To interpret a clinical situation by referring to health problems and other problems related to the field of nursing	110h	25 hrs	35 hrs	15 hrs	35 hrs	
Q9	To establish links between pharmacotherapy and a clinical situation	45 hrs		30 hrs	5 hrs – 5 hrs	5 hrs	
QE	To intervene with hospitalized adults and elderly clients requiring medical/ surgical nursing	240 hrs		105 hrs			135 hrs
QC	To adapt to various work situations	20 hrs		5 hrs		10 hrs	5 hrs
Q7	To link immunological disorders and infections to physiological and metabolic mechanisms	60 hrs			60 hrs		
QB	To assist clients in the maintenance and improvement of their health	60 hrs			15 hrs	30 hrs	15 hrs
QA	To teach the client and his/her significant others	45 hrs			45 hrs		
QH	To intervene with clients requiring nursing care in a perinatal setting	75 hrs			75 hrs		
QJ	To intervene with children and adolescents requiring nursing care	90 hrs			90 hrs		
QD	To establish a cooperative relationship with members of the interdisciplinary team	30 hrs				30 hrs	
QL	To intervene with clients requiring mental health nursing care	100 hrs				100 hrs	

List of Competencies (cont.)		Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
QM	To intervene with adults and elderly clients experiencing loss of autonomy who require institutional nursing 45 hrs				45 hrs	
QG	To apply emergency measures 10 hrs					10 hrs
QF	To use the ethics and values of the profession to understand one's own role 30 hrs					30 hrs
QK	To intervene with clients receiving medical/surgical nursing care in an ambulatory service 60 hrs					60 hrs

TOTAL: 1 515 HOURS

Proposed Organizational Model for the Competencies of the *Nursing* 180.B0 Program

First semester: 31 hours / week

Nursing 9 hours / week (was: 5-3 in 180.21)	Contributing Subjects 13 hours / week	General Education 9 hours / week
Q0 15 hrs + Q3 30 hrs = 45 hrs	Q1 Biology 105 hrs	Chemistry 45 hrs
Q5 25 hrs + Q4 40 hrs + Q8 25 hrs = 90 hrs	Q2 Psychology 45 hrs	English 60 hrs
	Q6 Sociology 45 hrs	Physical Education 30 hrs

Nursing

One course (45 hours) to familiarize students with sociology and other subjects on which the profession is based: Q0, *To analyze the work function* and Q3, *To refer to a conceptual nursing framework to define one's professional practice*. (Foundations of the practice, conceptual model, care procedure). The approach to the care procedure would be acquired in this course. During subsequent semesters, the approach would be adapted to the specific characteristics of the various clients and to the clinical settings (include in the planning of instructional activities for the specific competencies *To intervene ...*)

A second course (90 hours) to prepare students to intervene with different clients: 25 hours for competency Q5, *To establish a helping communication with the client and his/her significant others*, 40 hours for competency Q4, *To use assessment and nursing care procedures*, and 25 hours for competency Q8, *To interpret a clinical situation by referring to health problems and other problems related to the field of nursing*. By spending more time on care procedures in the first semester, students increase their chances of applying what they have learned in their practicum in the second semester.

It is preferable to wait until the second semester, once the students have started their chemistry and biology courses, to begin the pharmacology course. This will enable students to better grasp the theoretical concepts (e.g. pharmacokinetics, pharmacodynamics, pharmacovigilance).

Second semester: 32 hours / week

Nursing 12 hours / week [was 4-(2-6) in 180.21]	Contributing Subjects 9 hours / week	General Education 11 hours / week
Q4 10 hrs + Q8 35 hrs + Q9 30 hrs = 75 hrs	Q1 Biology 90 hrs	Chemistry 45 hrs
QE 105 hrs (15 hrs theory/lab and 90 hrs pract.)	Q2 + QC Psychology 45 hrs	English 60 hrs
		Humanities 60 hrs

Nursing

One course (75 hours): 10 hours for Q4, *To use assessment and nursing care procedures*, 35 hours for Q8, *To interpret a clinical situation by referring to health problems and other problems related to the field of nursing*, and 30 hours for Q9, *To establish links between pharmacotherapy and a clinical situation*.

A second course (105 hours) for QE, *To intervene with hospitalized adults and elderly clients requiring medical/surgical nursing*.

15 hours of theory/lab work: the role of nurses in medical/surgical units, the therapeutic nursing plan, clinical supervision and administration in these settings, etc.

Psychology:

One course (45 hours) Q2, *To deal with a client's reactions and behaviours* + QC, *To adapt to various work situations*, element 2, *To manage the stress inherent in professional practice*, and element 3, *To prevent professional burnout*; possibility of combining the above with adult developmental tasks.

Third semester: 30 hours / week

Nursing 17 hours / week [was: 6-(2-8) in 180.21]	Contributing Subjects 4 hours / week	General Education 9 hours / week
Perinatality (before and after birth): QA 45 hrs + QH 75 hrs + Q4 5 hrs + Q9 5 hrs + QB 5 hrs = 135 hrs (60 hrs theory/lab and 75 hrs pract.) Pediatrics: QJ 90 hrs + Q8 15 hrs + Q9 5 hrs + QB 10 hrs = 120 hrs (45 hrs theory/lab and 75 hrs pract.)	Q7 Biology 60 hrs	Humanities 45 hrs English 60 hrs Physical Education 30 hrs

Nursing

Nursing courses can be organized in various ways: one course on perinatality and one on pediatrics (as presented in the table above), OR one theoretical course (perinatality + pediatrics) and one practicum (perinatality + pediatrics), OR 4 courses, OR one single course, as previously offered. This last option has the disadvantage of combining a large number of competencies and of multiplying the learning and evaluation focuses.

The context of perinatal care is conducive to the development of competency QA, *To teach the client and his/her significant others*. For competency QB, *To assist clients in the maintenance and improvement of their health*, although only 5 hours are allotted to healthy lifestyles, risk situations during pregnancy, and support to pregnant women, new mothers or newborns, these are over and above element 2 (*To perform an initial or an ongoing assessment of a client*) of competency QH.

The context is also appropriate for discussing self-medication (in relation with Q9).

The pediatrics unit includes not only the care of children (QJ, Q8, Q9) but also competency QB, *To assist clients in the maintenance and improvement of their health*, element 1, *To perform health care activities as part of a prevention program* (vaccination).

Fourth semester: 30 hours / week

Nursing 17 hours / week [was 6-(2-10) in 180.21]	Contributing Subjects 3 hours / week	General Education 10 hours / week
<p>Mental health: QL 100 hrs + Q9 5 hrs + QC 5 hrs + QD 5 hrs + Q8 20 hrs + QB 15 hrs = 150 hrs (45 hrs theory/lab and 105 hrs pract.)</p> <p>Long term: QM 45 hrs + Q8 15 hrs + QC 5 hrs + QD 25 hrs + QB 15 hrs = 105 hrs (60 hrs theory/lab and 45 hrs pract.)</p>	<p>Q6 Sociology 45 hrs</p>	<p>English 60 hrs</p> <p>Humanities 45 hrs</p> <p>French 45 hrs</p>

Nursing:

Mental health: QC (element 4) *To react to a crisis situation*
QD (element 3) *To work within the interdisciplinary team*
Q8, Q9, QB (elements 2, 3, 4), QL mental health, risk factors, legislation, health problems, intervention in mental health, etc.

Long-term care: QC adaptation
QD (element s 2 to 6)
QB (element s 2, 3, 4)
Q8 health problems
QM nurse's work process in these care settings

Fifth semester: 22 hours / week

Nursing 17 hours / week [was 3- (0-10) in 180.21]	Contributing Subjects 0 hour / week	General Education 5 hours / week
QB 15 hrs + QC 5 hrs + QE 135 hrs + QK 60 hrs + QG 10 hrs + QF 30 hrs = 270 hrs (75 hrs theory/lab and 180 hrs pract.)		English 45 hrs Physical Education 30 hrs

Nursing:

Practicum: Medical/surgical + ambulatory setting

Theory/lab: QF *To use the ethics and values of the profession to understand one's own role:* all elements
 QC (element 7) *To assume responsibility for one's own professional development*
 Preparation for OIIQ exam and for the job market
 QG re-certification + element 5 *To apply interdisciplinary care protocols*
 QK ambulatory care and the specific characteristics of a nurse's role
 QB promotion and prevention activities in the community, follow-up at home (element 5 *To assess the client's capacity to take charge of himself/herself after returning to his/her natural environment*)

It is also possible to create a course with QK ambulatory care.

