

Assistance in Health Care Facilities

Training Sector

19

Health Services

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Health Services

Formation professionnelle et technique
et formation continue

Direction générale de la formation
professionnelle et technique

Development Team

Coordination

Lise Gélinas

Coordinator, Health Services sector
Direction des programmes et de la veille sectorielle,
Ministère de l'Éducation, du Loisir et du Sport

Design and Development

Julie Audet

Program development consultant

Sonia Bergeron

Clinical nurse, teacher
Commission scolaire des Premières-Seigneuries

Lucie Marchessault

Program development consultant

Christine Simard

Nurse, teacher
Commission scolaire des Premières-Seigneuries

Special contribution

Sylvie Gendreau

Family and social assistant, teacher
Commission scolaire de Montréal

English Version

Direction de la production en langue anglaise
Secteur des services à la communauté anglophone
Ministère de l'Éducation, du Loisir et du Sport

Technical Editing

Suzanne Poirier

Academic coordinator / Head teacher
Health Care Programs
Pontiac Continuing Education Centre
Western Québec School Board

Layout and Publishing

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Representatives Employed in Education

Élaine Brodeur
Commission scolaire de Saint-Hyacinthe

Alain Coulombe
Institut Santé Régie

Évelyn Jean
Lester-B.-Pearson School Board

Diane-Hélène Morin
Commission scolaire de Laval – Compétence 2000

Sylvie Rancourt
Commission scolaire du Chemin-du-Roy – Centre de formation professionnelle Bel-Avenir

Isabelle Tremblay
Commission scolaire du Fleuve-et-des-Lacs

Rosianne Cloutier
Commission scolaire des Portages-de-l'Outaouais

Sylvie Favreau
Commission du Val-des-Cerfs

Jacqueline Lacoste
Commission scolaire de Sorel-Tracy

Rolande Nicole
Commission scolaire des Navigateurs

Candide Simoneau
Commission scolaire de L'Amiante – Centre Le Tremplin

Representatives Employed in the Field

Anne-Marie Cloutier
Association des CLSC et des CHSLD du Québec

Céline De Launière
Fédération des centres de réadaptation en déficience intellectuelle

Martin Ethier
Hôpital Santa Cabrini

Marika Harbour
Ministère de la Santé et des Services sociaux

Diane Lévesque
CHSLD de Gatineau

Louise Pion
Association des hôpitaux du Québec

Martine Côté
Centre d'hébergement Saint-Jean-Eudes

Émile Émond
Fédération des Préposées et Préposés aux Bénéficiaires Public et Privé du Québec (FPBQ)

Johanne Guillemette
Centre hospitalier Robert-Giffard

Micheline L'Écuyer
Ordre des infirmières et infirmiers auxiliaires du Québec

Jacinte Normand
Ordre des infirmières et infirmiers du Québec

Manon Tremblay
Institut de réadaptation en déficience physique du Québec (IRDPQ)

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Introduction to the Program

In vocational training, a program of study presents the competencies required to practise a given trade or occupation at entry level on the job market. The training provided allows students to acquire a degree of versatility that will be useful in their professional career and personal development.

A program is a coherent set of competencies to be developed. It outlines the knowledge and broad orientations to be favoured during training. The competencies correspond to the tasks of the trade or occupation or to activities related to work, vocational or personal life, depending on the case. Learning is acquired in a specific achievement context and targets the ability to act, succeed and evolve.

According to the Education Act¹, "every program shall include compulsory objectives and contents and may include optional objectives and contents that shall be enriched or adapted according to the needs of students who receive the services." For behavioural competencies, the compulsory components include the statement of the competency, the elements of the competency, the achievement context and the performance criteria; for situational competencies, they include the corresponding components.

For information purposes, programs also provide a grid of competencies, educational aims, a summary of competency-related knowledge and know-how, and guidelines. They also specify the suggested duration of each competency. All optional components of a program may be enriched or adapted according to the needs of the students, the environment and the workplace.

Program Components

Program Goals

Program goals consist of the expected outcome at the end of training as well as a general description of a given trade or occupation. They also include the four general goals of vocational training.

Educational Aims

Educational aims are broad orientations to be favoured during training in order to help students acquire intellectual or motor skills, work habits or attitudes. Educational aims usually address important aspects of career and personal vocational development that have not been explicitly included in the program goals or competencies. They serve to orient appropriate teaching strategies to contextualize students' learning, in keeping with the dimensions underlying the practice of a trade or occupation. They help guide educational institutions in implementing the program.

Competency

A competency is the ability to act, succeed and evolve in order to adequately perform tasks or activities related to vocational working or personal life, based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc.

A competency in vocational training can be defined in terms of a behaviour or a situation, and includes specific practical guidelines and requirements for learning.

1. Behavioural Competency

A behavioural competency describes the actions and the results expected of the student. It consists of the following features:

1. Education Act, R.S.Q., c. I-13.3, ss 461

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* correspond to essential details that are necessary in order to understand the competency and are expressed in terms of specific behaviours. They refer to the major steps involved in performing a task or to the main components of the competency.
- The *achievement context* corresponds to the situation in which the competency is exercised at entry-level on the job market. The achievement context attempts to recreate an actual work situation but does not describe a learning or evaluation situation.
- The *performance criteria* define the requirements to be respected. They may refer to elements of the competency or to the competency as a whole. When associated with a specific element, performance criteria are used to judge whether a competency has been acquired. When associated with the competency as a whole, the criteria describe the requirements for performing a task or activity and provide information on the expected level of performance or the overall quality of a product or service.

2. Situational Competency

A situational competency describes the situation in which students are placed to acquire learning, and allows for actions and results to vary from one student to another. It consists of the following features:

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* outline the essential aspects of the competency and ensure a better understanding of the competency with respect to the expected outcome. The elements of the competency are fundamental to the implementation of the learning situation.
- The *learning context* provides a broad outline of the learning situation designed to help the students develop the required competency. It is normally divided into three key phases of learning: information, participation and synthesis.
- The *instructional guidelines* provide reference points and means for teachers to ensure that learning takes place and that the context in which it occurs is always the same. These guidelines may include general principles or specific procedures.
- The *participation criteria* describe requirements that the students must meet when participating in learning activities. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning situation.

Competency-Related Knowledge and Know-How

Competency-related knowledge and know-how together with related guidelines are provided for information purposes. Competency-related knowledge and know-how define the essential and meaningful learning that students must acquire in order to apply and continue to develop the competency. They are in keeping with the job market and are accompanied by guidelines that provide information about the field of application, level of complexity and learning content. They generally encompass learning associated with knowledge, skills, strategies, attitudes, perceptions, etc.

Duration

The total duration of the program is compulsory and must be observed. It consists of teaching time, which includes time for the evaluation of learning and for enrichment or remedial activities, depending on the students' needs. The duration indicated for a given competency refers to the amount of time needed to develop the competency.

The amount of teaching time corresponds to the amount of time allotted to training, which is established during program development as the average amount of time needed to acquire a competency and evaluate learning. This duration is helpful in organizing training.

Credit

A credit is a unit used for expressing the quantitative value of each competency. One credit corresponds to 15 hours of training.

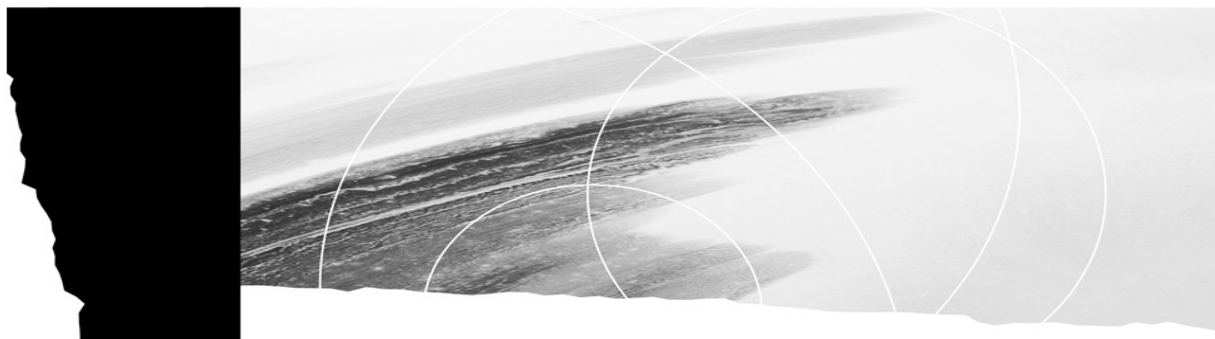
Aspects of Program Implementation

Program-Based Approach

The program-based approach is founded on a comprehensive view of a program of study and its components (e.g. goals, educational aims, competencies). It requires concerted action among all players involved, from the initial stages of program design and development, to program implementation and evaluation. It consists in ensuring that all of the actions and activities proposed are based on the same aims and take into account the same orientations. For students, the program-based approach makes training more meaningful as it presents learning as a coherent whole.

Competency-Based Approach

In vocational training, the competency-based approach is based on a teaching philosophy that is designed to help students mobilize their own individual sets of resources in order to act, succeed and evolve in different contexts, according to established performance levels with all the required knowledge and know-how (e.g. skills, strategies, attitudes, perceptions). The competency-based approach is carried out in situations that are relevant to the students' working life and personal life.



5816

Assistance in Health Care Facilities

Year of approval: 2007

Certification:	Diploma of Vocational Studies
Number of credits:	50
Number of competencies:	16
Total duration:	750 hours

To be eligible for admission to the *Assistance in Health Care Facilities* program, candidates must meet one of the following requirements:

- Persons holding a Secondary School Diploma or its recognized equivalent.
- OR
- Persons who are at least 16 years of age on September 30 of the school year in which their training is to begin and have earned the Secondary III credits in language of instruction, second language and mathematics in the programs of study established by the Minister, or have been granted recognition of equivalent learning.
- OR
- Persons who are at least 18 years of age upon entry into the program and have the following functional prerequisites: the successful completion of the general development test and SPR 2, 5, 7, 8, or recognition of equivalent learning.

N.B.: For programs of study in this category, persons may continue their general education courses concurrently with their vocational training provided that they have earned at least the Secondary III credits in language of instruction, second language and mathematics in the programs established by the Minister or they are at least 18 years of age and have successfully completed the general development test (GDT).

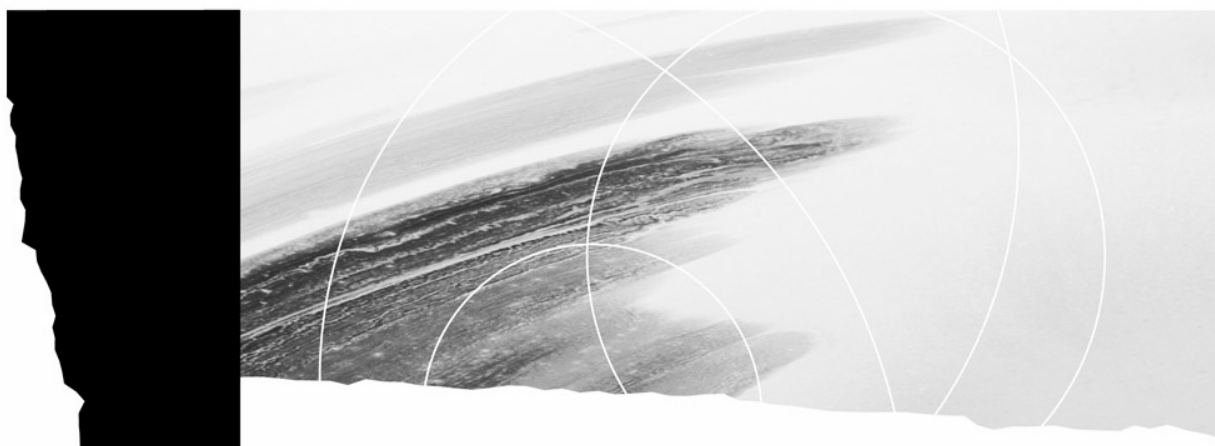
The duration of the program is 750 hours, which includes 240 hours spent on the specific competencies required to practise the trade or occupation and 510 hours on general, work-related competencies. The program of study is divided into 16 competencies which vary in length from 15 to 120 hours. The total hours allocated to the program include time devoted to teaching, evaluation of learning and enrichment or remedial activities.

Specifics of the Program

This program shares 12 competencies with the *Home Care Assistance* program (DVS 5817). These competencies prepare students to work not only in a care unit (the traditional working environment of a nursing attendant), but also in various living environments and in clients' homes (the traditional work environment of a home care attendant).

This is why students graduating from the *Assistance in Health Care Facilities* program who also wish to become home care attendants need take only 390 hours of instruction in the *Home Care Assistance* program. Graduates with a Diploma of Vocational Studies (DVS) in *Assistance in Health Care Facilities* (5816) may be granted an additional equivalence corresponding to the credits for a competency focusing on the integration of learning in the workplace after they have successfully acquired the remaining competencies of the *Home Care Assistance* program (DVS 5817).

Competency	Code	Number	Hours	Credits
Occupations and Training	751472	1	30	2
Client Needs	751483	2	45	3
Infections and Contamination	751492	3	30	2
Workplace Ethics	751502	4	30	2
The Helping Relationship	751522	5	30	2
Team Interaction	751532	6	30	2
Physical Illnesses and Disabilities	751543	7	45	3
Mental Health Approaches	751554	8	60	4
Basic Care Procedures	751568	9	120	8
First Aid	751572	10	30	2
Palliative Care	751581	11	15	1
Job Search Techniques	751591	12	15	1
Care Unit Procedures	751602	13	30	2
Long-Term Basic Care and Services	751617	14	105	7
Basic Mental Health Care and Services	751624	15	60	4
Short-Term Basic Care and Services	751635	16	75	5



Part I

Program Goals

Educational Aims

Statements of the Competencies

Grid of Competencies

Harmonization

Program Goals

The *Assistance in Health Care Facilities* program prepares students to practise the occupation of nursing attendant or home care attendant and to carry out a variety of occupational activities depending on how the work is organized. This program is based on recent laws, ministerial policies and orientations that govern health and social services. It is also based on integrative concepts such as the living environment approach and the holistic approach.

Program graduates work in the public, private and community health networks, in particular in care units, as well as in various living environments that offer basic care and services to individuals, such as nursing homes, group homes, residential and long-term care centres (centre d'hébergement et de soins de longue durée-CHSLD) or similar types of environments.

Graduates from either of the two programs may be called upon to provide basic care and services to persons of all ages who are sick or who have physical or mental disabilities on the basis of a care plan. This involves offering the basic care that they are trained to provide, helping clients² carry out their everyday activities, helping them organize their living environment, ensuring clients' safety and intervening in crisis or emergency situations. Graduates may also help clients integrate and socialize in individual or community activities. All of these tasks require establishing a relationship of trust with clients and their loved ones.

Nursing attendants also welcome and integrate persons in the care unit, provide care and comfort specific to the context of the unit, that is, they adapt the basic care and services to the client's condition as well as to the apparatus required. Attendants ensure that the required medical equipment and materials are available and are properly maintained and safe. Attendants are trained to meet the general needs of clients, to help them compensate for their disabilities, to guide and support them in maintaining or restoring their autonomy and good health.

When performing their tasks, attendants are in constant contact with their clients. They also work closely with the teams in place in order to make suggestions and share observations regarding the health, behaviour and needs of clients and those close to them. Thus, they participate in identifying clients' needs, and in developing and carrying out care plans. They play an important role in the ongoing care of clients.

In care units, attendants are required to continuously adapt to changing situations, given the instability of clients, and are thus required to intervene with caution and judgment as well as to pay special attention to changes in clients' state of health. Attendants must deal effectively with pressure, be flexible and be able to adapt to the clinical reality of a care unit.

The program goals of the *Assistance in Health Care Facilities* program are based on the general goals of vocational training. These goals are as follows:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
 - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
 - to prepare students to progress satisfactorily on the job (which implies having the technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)

2. Both the *Assistance in a Health Care Facility* and the *Home Care Assistance* programs refer to "client." This term, however, is intended to include patients, residents and any other term that refers to individuals receiving assistance in a health care facility or at home.

- To help students integrate into the work force, that is:
 - to familiarize students with the job market in general, and with the specific context of their chosen trade or occupation
 - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students develop their autonomy and ability to learn, and acquire effective work methods
 - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
 - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
 - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote job mobility, that is:
 - to help students develop positive attitudes toward change
 - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

The aim of the *Assistance in Health Care Facilities* program is to help students develop attitudes and behaviours that representatives from education and the field deem essential to the practice of the trade or occupation:

- The ability to take a critical look at how they practise their occupation
- The ability to exercise autonomy and initiative
- The ability to adapt to persons, different situations and the work environment
- The ability to exercise critical judgment in their behaviour and decision making
- The ability to organize their work effectively

Statements of the Competencies

List of Competencies

- Determine their suitability for the occupations and the training process.
- Adopt a holistic approach when considering the needs of different types of clientele.
- Prevent infections and contamination.
- Adopt behaviours consistent with professional decorum and workplace ethics.
- Establish a helping relationship.
- Interact as part of a team.
- Consider the manifestations of physical illnesses and disabilities as well as the specific needs of affected clients.
- Adopt relational approaches with clients with mental health problems, cognitive deficits or intellectual disabilities.
- Perform basic care procedures.
- Administer first aid.
- Provide assistance to clients in palliative care.
- Use job search techniques.
- Apply basic care procedures specific to care units.
- Provide basic care and services to clients requiring long-term care.
- Provide basic care and services to clients with mental health problems, cognitive deficits or intellectual disabilities.
- Provide basic care and services to clients requiring short-term care.

Grid of Competencies

The grid of competencies shows the relationship between general competencies, which correspond to work-related activities, and specific competencies, which are required to practise the particular trade or occupation, as well as the major steps in the work process.

The general competencies appear on the horizontal axis and the specific competencies, on the vertical axis. The symbol (○) indicates a correlation between a general and a specific competency. The symbol (△) indicates a correlation between a specific competency and a step in the work process. Shaded symbols indicate that these relationships have been taken into account in the acquisition of specific competencies. The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis presents the specific competencies in the order in which they should be acquired and serves as a point of departure for determining how all of the competencies will be taught.

GRID OF COMPETENCIES

<div> <div>Assistance in Health Care Facilities</div> <div>SPECIFIC COMPETENCIES</div> </div>				GENERAL COMPETENCIES													WORK PROCESS					
	Competency number	Type of competency	Duration (in hours)	Determine their suitability for the occupations and the training process	Adopt a holistic approach when considering the needs of different types of clientele	Prevent infections and contamination	Adopt behaviours consistent with professional decorum and workplace ethics	Establish a helping relationship	Interact as part of a team	Consider the manifestations of physical illnesses and disabilities as well as the specific needs of affected clients	Adopt relational approaches with clients with mental health problems, cognitive deficits or intellectual disabilities	Perform basic care procedures	Administer first aid	Provide assistance to clients in palliative care	Use job search techniques	Apply basic care procedures specific to care units	Become familiar with the care plan	Plan their intervention	Establish contact with the client	Provide basic care or services	Perform tasks related to maintaining and tidying up materials, equipment and the work area	Ensure follow-up to the intervention
	Competency number	Type of competency	Duration (in hours)	1	2	3	4	5	6	7	8	9	10	11	12	13						
	Type of competency	Duration (in hours)		S	B	B	B	B	B	B	B	B	B	B	S	B						
				30	45	30	30	30	30	45	60	120	30	15	15	30						
Provide basic care and services to clients requiring long-term care	14	B	105	○	●	●	●	●	●	●	○	●	○	○		○	▲	▲	▲	▲	▲	▲
Provide basic care and services to clients with mental health problems, cognitive deficits or intellectual disabilities	15	B	60	○	●	●	●	●	●	●	●	●	○	○		○	▲	▲	▲	▲	▲	▲
Provide basic care and services to clients requiring short-term care	16	B	75	○	●	●	●	●	●	●	○	●	○	○		●	▲	▲	▲	▲	▲	▲

Harmonization

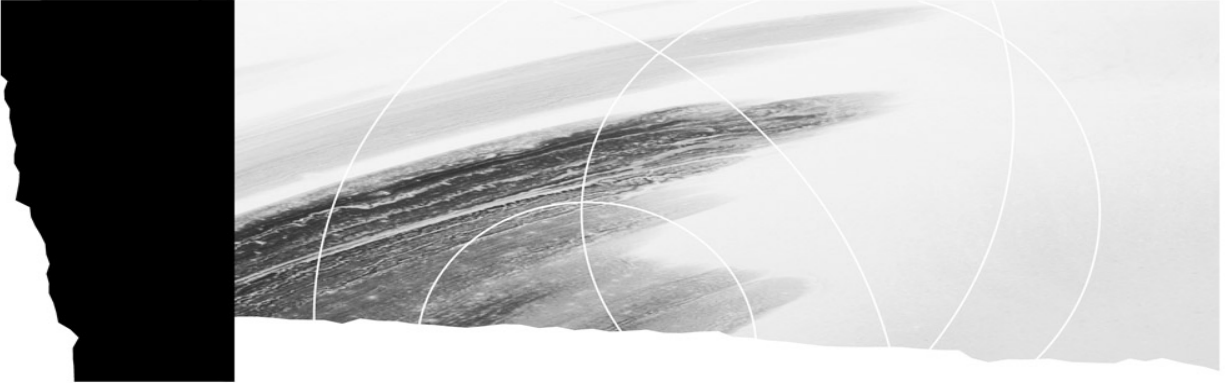
The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize prior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

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be “inter-level” when it focuses on training programs at different levels, “intra-level” when it focuses on programs within the same educational level, and “inter-sector” when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Harmonization of the *Assistance in Health Care Facilities* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results is presented in the document entitled *Tableaux d'harmonisation, Assistance à la personne en établissement de santé*.



Part II

Program Competencies

Competency 1 Duration 30 hours Credits 2

Situational Competency

Statement of the Competency

Determine their suitability for the occupations and the training process.

Elements of the Competency

- Explore the reality of the occupations as well as the aspects related to providing care in a living environment, in a care unit or in a home setting.
- Understand the training programs.
- Confirm their career choice.

Learning Context

Information Phase

- Learning about how the health and social services network is organized.
- Learning about the job market in the public, private and community health services network: facilities' missions, clientele served, job prospects, remuneration, working conditions, roles and tasks, scope of the occupations, and other information.
- Learning about the requirements and risk factors associated with the physical and psychological aspects of the occupations.
- Learning about the main types of knowledge, skills and attitudes required for practising the occupations.
- Learning about the protocol associated with the occupations, i.e. appropriate attire, personal appearance, etiquette.
- Learning about ministerial policies and orientations related to the occupations.
- Learning about the impact of legislation on the practice of the occupations.
- Learning about the various committees and organizations representing the occupations.
- Learning about the programs of study.

Participation Phase

- Discussing the information gathered as well as their perceptions of the occupations.
- Identifying the skills, aptitudes, attitudes and knowledge required to practise the occupations.
- Verifying the consistency between the programs of study and the work situations.
- Presenting the information gathered as well as their perceptions of the occupations and training.
- Becoming involved in identifying ways of furthering their chances for success.

Synthesis Phase

- Assessing their aptitudes, preferences, relational skills, attitudes, and physical and psychological limitations.
- Comparing their assessment with the requirements of the chosen occupation(s) and training.
- Justifying the reasons behind their decision to continue or withdraw from the training program.

Instructional Guidelines

- Make available relevant reference materials.
- Encourage the students to become familiar with the job analysis for the occupations concerned.
- Organize meetings with specialists in the field or workplace visits.
- Promote discussions in a climate of openness and respect.
- Make connections between the attitudes and behaviours expected during the training and those required to practise the occupations.
- Provide the students with the means of assessing their career choice honestly and objectively.
- Provide the students with information on the support resources available at the educational institution and in the community.
- Provide the support and guidance required for student self-evaluation.

Participation Criteria

Information Phase

- Gather information on most of the topics to be covered.

Participation Phase

- Demonstrate attentive listening and respect for others.
- Describe their perception of the occupations.
- Participate in a discussion on the requirements, attitudes, aptitudes and knowledge required to practise the occupations.

Synthesis Phase

- Present an objective report comparing the requirements of the occupations and the training with their aptitudes, preferences, relational skills, attitudes, and physical and psychological limitations.
- Justify their decision to continue or withdraw from the training program.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

Information Phase

- Identify sources of information.

Essential legislation: *An Act respecting health services and social services, An Act respecting occupational health and safety, An Act respecting industrial accidents and occupational diseases, An Act to amend the Professional Code and other legislative provisions as regards the health sector*, publications of the Ministère de la Santé et des Services sociaux, publications of the Association for Health and Safety in the Workplace, Social Affairs Sector (ASSTSAS), union, information from professional associations.

- Use a note-taking method.

Selection of points to record, common abbreviations, organization of information

- Gather information.

New developments pertaining to ministerial orientations, policies, technologies. Three types of work settings: living environment, care unit, in the home. Diversity of living environments: family home, residential and long-term care centre (CHSLD), rehabilitation centres for developmental disabilities (centre de réadaptation en déficience intellectuelle-CRDI), private residence, other residential models. Information on the health and social services network and the job market: organization of services; types of services, clientele and users of services. Information from the job analysis reports and other reference sources. Scope and limits of responsibilities inherent in the occupations. Impact of the main provisions of the applicable legislation: rights and obligations of the employer and worker, filing of an incident report, consequences of not filing a report, and other relevant provisions. Representative bodies: committees within the facility, professional associations, special committees in the health services sector, unions. Information on the programs of study.

Participation Phase

- Organize and present information.
- Summarize the rules governing group discussion.
- Use appropriate vocabulary.

Concern for conciseness, appropriate vocabulary

Active participation, attentive listening, respect for others and for differing opinions

Technical terms, basic grammar and spelling rules

Synthesis Phase

- Write a report.
- Be open to comments.

Content elements, rules of presentation, evaluation criteria

Development of an open-minded attitude

Competency 2 Duration 45 hours Credits 3

Behavioural Competency**Statement of the Competency**

Adopt a holistic approach when considering the needs of different types of clientele.

Achievement Context

- In situations representative of living environments, care units and home settings
- Using reference documents

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| <p>1. Identify the factors likely to promote or interfere with meeting the needs of child clients.</p> | <ul style="list-style-type: none"> • Consideration of the child's developmental stage • Accurate identification of positive and negative factors • Identification of signs that a child is having difficulties • Identification of specific details concerning intervention |
| <p>2. Consider the particular characteristics of adolescent clients.</p> | <ul style="list-style-type: none"> • Accurate identification of changes experienced in adolescence • Correct assessment of the repercussions of the illness on the needs of these clients • Identification of specific details concerning intervention |
| <p>3. Consider the particular characteristics of adult clients.</p> | <ul style="list-style-type: none"> • Accurate identification of events likely to influence the progress of adult clients and to change their needs • Relevant links established between the events and their repercussions • Identification of specific details concerning intervention |
| <p>4. Consider the impact of physical and physiological changes related to aging on the needs of elderly clients.</p> | <ul style="list-style-type: none"> • Accurate identification of physical and physiological changes related to normal aging • Accurate identification of events likely to change the needs of elderly clients • Correct assessment of the impact of changes and events on the behaviour and needs of elderly clients |
| <p>5. Consider the impact of aging on the emotional needs of elderly clients.</p> | <ul style="list-style-type: none"> • Accurate assessment of the repercussions of aging on the emotional needs of elderly clients • Identification of specific details concerning intervention |

For the competency as a whole:

- Consideration of the client as a whole and of his or her lifestyle
- Consideration of the client's potential
- Use of appropriate vocabulary

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Identify the factors likely to promote or interfere with the needs of child clients.

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|---|--|
| • Recognize the main physical, intellectual, affective and social stages in the development of a child. | Newborn, early childhood, preschool years, school years |
| • Distinguish the elements likely to interfere with a child's development. | Lack of stimulation, affection or care; violence or abuse; poverty, isolation |
| • Distinguish the elements likely to promote a child's development. | Physical and emotional needs met, quality of parental care, stimulating environment, proper nourishment, healthy lifestyle habits |
| • Identify the signs that a child is having difficulties. | Physical, emotional and relational signs |
| • Identify their roles, tasks and specific characteristics of their intervention. | Basic care and services specific to child clients, support for parents, observation, monitoring, games, stories, sensory stimulation |

2. Consider the particular characteristics of adolescent clients.

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|---|--|
| • Consider the repercussions of the illness on the behaviours and needs of adolescents. | Behaviours in adolescence: self-affirmation, rebellion against parents, concern with physical appearance, social life. Repercussions of illness: change in everyday domestic and social activities; specific reactions to their physical or mental disabilities. |
| • Identify their roles, tasks and specific characteristics of their intervention. | Basic care and services specific to adolescent clients and characteristics to consider during any intervention: modesty, physical appearance, emotionalism and other problems related to adolescence |

3. Consider the particular characteristics of adult clients.

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| • Identify the events likely to influence the progress of adult clients. | Events such as illness, accident, health problem, responsibility for a sick or elderly parent, mourning, family problems |
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Client Needs		Code:	751483
<ul style="list-style-type: none"> Consider the repercussions of these events on an adult's progress and on his or her needs. Identify their roles, tasks and specific characteristics of their intervention. 	<p>Loss of self-esteem, depression, isolation, heavy workload, changes in everyday, domestic and social activities</p> <p>Basic care and services specific to adult clients in accordance with the events experienced and their social and family roles</p>		
4. Consider the impact of physical and physiological changes related to aging on the needs of elderly clients.			
<ul style="list-style-type: none"> Consider the myths and prejudices associated with aging in terms of personal, social and cultural aspects. Determine the consequences of prejudices. Recognize the physical and physiological changes associated with aging. Understand the consequences of these changes on clients. Make connections between these consequences and client needs. 	<p>Types of myths and prejudices, cultural influence</p> <p>An individual's quality of life, respect of one's rights, participation in decision making, infantilization</p> <p>Decline in sensory and psychomotor functions such as vision, hearing, taste and smell, muscular strength, coordination and reaction time</p> <p>Changes in how everyday and domestic activities are carried out, possible decrease in leisure activities and social life</p> <p>Changes in how basic needs are met: breathing, moving, self-protection, elimination</p>		
5. Consider the impact of aging on the emotional needs of elderly clients.			
<ul style="list-style-type: none"> Consider the emotional and cognitive changes associated with aging. Make connections between these emotional and cognitive changes and client needs. Identify the events likely to be experienced during old age. Consider the consequences of these events on clients. Identify their roles, tasks and specific characteristics of their intervention. 	<p>Changes in personality, increased vulnerability and insecurity, altered memory, influencing factors, individual differences, level of satisfaction with one's life</p> <p>Changes in how needs are met: communication, learning, self-fulfillment, recreation</p> <p>Death of a spouse, health problems, change in living environment</p> <p>Depression, isolation, loss of independence</p> <p>Basic care and services in accordance with the physical limitations of the elderly, their emotional and cognitive changes, their past lifestyle habits, the events experienced as well as their family and social roles. Stimulation of an individual's potential, various activities (games, leisure and recreational activities).</p>		

For the competency as a whole:

- Recognize the importance of a holistic approach.

Definition of the holistic approach and basic needs. An individual's psycho-physiological, relational, situational, environmental and cultural contexts. Family and social network. Physiological condition (pain, dyspnea, fatigue), psychological condition (sadness, anxiety, anger), self-image, perception of illness, personality. Nature of the relationship, level of trust, previous history, level of control and power. Reasons for the communication: sharing of information, expression of feelings, support, achievement of objectives. Physical environment: noise, privacy, distractions. Level of education, language, habits and customs, an individual's expectations.

- Take into account the client's potential.

Information gathering and observation of the client's abilities, preferences, interests and other factors

Competency 3 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Prevent infections and contamination.

Achievement Context

- In situations representative of living environments, care units and home settings
- In collaboration with the team
- Based on data and instructions
- Using the necessary equipment and materials
- Using the documentation available on measures for preventing infection

Elements of the Competency**Performance Criteria**

1. Detect the manifestations of inflammation or potential infection.

- Accurate identification of systemic and local manifestations
- Diligent, clear and accurate transmission of information to the person concerned

2. Apply the basic practices for preventing and controlling infections.

- Accurate identification of the modes of transmission of infectious agents
- Proper application of basic practices
- Meticulous hand washing
- Proper use of protective materials

3. Take additional precautions for certain pathogenic agents.

- Accurate identification of situations requiring additional precautions
- Proper application of additional precautions
- Accurate identification of the consequences of not taking additional precautions

4. Handle contaminated materials.

- Correct identification of the risk of contamination in the workplace
- Proper use of procedures for handling contaminated materials and excreta
- Proper disposal of excreta and biomedical waste
- Immediate reporting of any contamination

5. Clean contaminated materials and equipment.

- Appropriate choice of products
- Strict application of cleaning and disinfecting procedures
- Proper storage of cleaned materials and equipment
- Accurate identification of risks associated with product use

For the competency as a whole:

- Observance of hygiene and asepsis rules
- Observance of occupational health and safety principles
- Compliance with laws, instructions and protocols in effect
- Use of appropriate vocabulary

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Detect the manifestations of inflammation or potential infection.

- | | |
|--|---|
| • Identify the human body's defence mechanisms. | Skin, lymphatic system, inflammation, fever |
| • Identify the factors likely to increase a person's vulnerability to infection. | Age, too much stress, poor eating habits, medication, hospital stay (nosocomial infections), illness |
| • Identify the factors likely to increase a person's resistance to infection. | Healthy lifestyle habits, good eating habits, effective stress management, absence of illness, heredity, rigorous hygiene |
| • Identify the cycle of infection. | Environment, host, infectious agent (virus, bacteria, fungi), resistance to antibiotics, routes of transmission, modes of transmission, reservoir |
| • Show concern for their health. | Staff as agents of contamination, the right to refuse to work in the absence of protective materials, health risks |
| • Recognize the importance of vaccination. | Role of vaccination for staff and sick persons |

2. Apply the basic practices for preventing and controlling infections.

- | | |
|--|--|
| • Make connections between modes of transmission and common practices. | Modes of transmission and common practices to take into consideration |
| • Wash their hands. | Agents used, importance, indications, procedure, alternatives to the products used |
| • Put on and remove gloves. | Indications, method. Types of gloves, prevention of dermatoses |
| • Put on and remove a gown. | Indications, method |
| • Put on and remove a mask. | Indications, method |

Infections and Contamination	Code: 751492
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- Handle sharp instruments. Safe handling and disposal of cutting and piercing instruments, biohazardous containers
- Handle soiled bedding and linens. Double-bagging, concern for not contaminating adjoining surfaces

3. Take additional precautions for certain pathogenic agents.

- Associate routes of transmission of infection with the type of additional precautions required. Airborne transmission: precautions against measles. Contact: precautions against C. difficile-associated diarrhea. Droplet contact: precautions against whooping cough. Droplet and contact precautions against respiratory tract bacterial and viral infections. Airborne and contact precautions against chickenpox and herpes zoster. Special precautions (airborne, droplet and direct contact) against smallpox and Severe Acute Respiratory Syndrome (SARS).
- Read a sheet indicating the additional precautions required. Importance, classification by mode of transmission, type of information, responsibility of the care provider, availability of materials
- Recognize the consequences for the client of using additional precautions. Isolation, feeling of rejection
- Recognize the consequences of not taking additional precautions. Spread of infection, extension of hospital stay, contamination of staff and loved ones
- Understand the influence of the workplace on the choice of additional precautions. Protective measures that vary depending on the environment: care unit, rehabilitation facility, residence, intermediate resource and other living environments; protective measures that vary depending on the risks associated with human contact
- Explain the techniques used to clients and those close to them. Hand washing, wearing a gown, using materials, additional precautions depending on the situation

4. Handle contaminated materials.

- Identify situations involving risk in the workplace. Forgotten needles, noncompliance with both routine and special precautions, heavy workload, clients' hygiene habits
- Apply the recommended protocols. Storage location, double-bagging, identification of contaminated materials, waste management, sterilizing materials. Precautions to take regarding materials in isolation rooms.

- Recognize the importance of immediately reporting any blood or other body fluid contamination.

Application of *An Act respecting occupational health and safety*, *An Act respecting industrial accidents and occupational diseases* and the postexposure protocol for managing exposures to biological fluids; completion of an incident report

5. Clean contaminated materials and equipment.

- Select the products to use.
- Apply cleaning and disinfecting techniques.
- Find alternatives to using products.
- Collaborate with the team.

Use of cleaning and disinfecting products. Product labels. Workplace Hazardous Materials Information System (WHMIS). Risks associated with product use.

Indications, cleaning methods

Various possibilities for using available products and materials

For the competency as a whole:

Instructions and information provided by the team, collective effort toward prevention

Competency 4 Duration 30 hours Credits 2

Behavioural Competency**Statement of the Competency**

Adopt behaviours consistent with professional decorum and workplace ethics.

Achievement Context

- In situations representative of living environments, care units and home settings
- Using documents related to ethics
- Based on personal reflection and discussions with colleagues

Elements of the Competency**Performance Criteria**

1. Make connections between clients' rights and professional obligations.

- Accurate identification of values recognized in the environment
- Accurate identification of client rights
- Careful examination of applicable documents regarding ethics
- Accurate assessment of the attitudes and behaviours required to meet professional obligations

2. Examine work situations from an ethical point of view.

- Accurate identification of the ethical aspect of a professional situation
- Precise clarification of the difference between their personal values and professional and organizational values
- Accurate evaluation of their responsibilities and limits regarding an ethical problem
- Correct assessment of the possible consequences of their decisions

3. Consider work situations of a bioethical nature.

- Correct assessment of the personal consequences of a bioethical situation
- Accurate evaluation of the limits of the occupation with regard to a bioethical situation

4. Determine the behaviour to adopt.

- Recognition of the physical and emotional signs that they have reached their limits
- Vigilance with respect to compromising situations and factors
- Determination of realistic and applicable means

For the competency as a whole:

- Adoption of behaviours respecting the protocol and values of the occupations
- Openness and respect for different viewpoints and opinions
- Critical review of their reactions, behaviours and attitudes
- Consideration of the legal framework

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Make connections between client rights and professional obligations.

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|---|---|
| • Examine their prejudices. | Distinguish between prejudices and facts with regards to: clients with AIDS; clients with substance abuse, alcoholism or mental health problems; habits and customs in other cultures |
| • Consider client rights. | Québec Charter of Human Rights and Freedoms. Concepts of capacity to consent, free and informed consent, system of protection, mandate in case of incapacity, respect and safety, confidentiality. |
| • Identify values as well as the behaviours consistent with these values. | Professional behaviours: tolerance, respect, compassion, discretion, integrity |
| • Refer to applicable documents regarding ethics. | Documents dealing with the professional ethics of associations and facilities. Professional obligations. |
| • Consider the legal framework governing the occupations of nursing and home care attendants. | Sections of the <i>Act respecting occupational health and safety</i> dealing with ethics; the <i>Act respecting health services and social services</i> ; the <i>Act respecting the protection of persons whose mental state presents a danger to themselves or to others</i> |

2. Examine work situations from an ethical point of view.

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|---|---|
| • Examine work situations of an ethical nature that deal with clients and their immediate circle. | Refusal to receive care; care imposed in spite of refusal; observed violence, negligence or abuse by a family member; forwarding of a complaint filed by client |
| • Examine work situations of an ethical nature that deal with teamwork and the facility. | Insufficient staff; request for intervention exceeding the scope of responsibilities associated with the attendant's roles and tasks; care provider with abusive or discriminatory behaviours; insufficient information on the client's condition |

<ul style="list-style-type: none"> Evaluate their occupational responsibilities and limits in an ethical problem. 	Legal aspects, functions and roles
<ul style="list-style-type: none"> Identify any discrepancies between their personal values and the values associated with the occupation and the facility. 	Working independently vs. obedience; profitability vs. quality of services
3. Consider work situations of a bioethical nature.	
<ul style="list-style-type: none"> Consider the personal consequences of bioethical work situations. 	Situations such as euthanasia, assisted suicide, aggressive treatment. Consequences such as conflicting values, emotional load.
<ul style="list-style-type: none"> Evaluate the limits of the occupation. 	Legal aspects, functions and roles; team's request for intervention
4. Determine the behaviour to adopt.	
<ul style="list-style-type: none"> Detect the physical and emotional signs that they have reached their limits. 	Fatigue, sadness, lack of motivation, impatience, decline in vigilance and concentration
<ul style="list-style-type: none"> Recognize the personal, professional and organizational factors that can compromise their professional behaviours. 	Conflicting values; heavy workload; lack of professional recognition; emotional load; routine; habits; constant, regular presence with clients
<ul style="list-style-type: none"> Consider the consequences of these factors on clients, attendants and the team. 	Abuse of power, conflict of interest, professional disengagement, job burnout
<ul style="list-style-type: none"> Choose immediate solutions. 	Taking a step back, reflection, stress management, various solutions
<ul style="list-style-type: none"> Determine the means to achieve personal and professional balance. 	Training, support from the team, employee assistance program, career reorientation

Competency 5 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Establish a helping relationship.

Achievement Context

- In situations representative of living environments, care units and home settings
- Based on information on the client's condition
- Using various sources of information on the activities and services available in the environment

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| 1. Establish a relationship with the client. | <ul style="list-style-type: none"> • Correct assessment of signs that the client is open to receiving help • Adoption of an open attitude toward the client • Demonstration of interest in the client • Clear, specific description of their role |
| 2. Develop an atmosphere of trust. | <ul style="list-style-type: none"> • Adoption of attitudes that build trust • Adoption of concrete means that build trust • Demonstration of interest in the client |
| 3. Communicate with the client and those around him or her. | <ul style="list-style-type: none"> • Appropriate use of verbal and nonverbal communication techniques • Demonstration of empathy • Careful observation of the client's reactions • Identification of relevant means of resolving relational problems • Observance of personal and professional limits |
| 4. Adapt how they communicate. | <ul style="list-style-type: none"> • Use of appropriate techniques for facilitating communication with an aphasic client • Use of appropriate techniques for facilitating communication with a client with a sensory disorder |
| 5. Help the client integrate into the environment. | <ul style="list-style-type: none"> • Consideration of the activities and services offered in the environment • Transmission of information relevant to the client's preferences and interests |
| 6. Examine the quality of their interactions. | <ul style="list-style-type: none"> • Realistic determination of their strengths and weaknesses • Determination of concrete means of improving how they communicate |

For the competency as a whole:

- Consideration of the client's context
- Attentive listening
- Respect for the client's values, ideas and opinions

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Establish a relationship with the client.

- Show concern for the client as a whole. Review of the different contexts to consider that were previously seen in the competency *Adopt a holistic approach when considering client needs*
- Observe the signs that indicate that a client is, or is not, receptive. Eye contact, language, withdrawal, silence
- Describe their role to the client. Type of tasks performed; how they fit into the team, objectives pursued; care and services offered

2. Develop an atmosphere of trust.

- Adopt attitudes that build trust. Respect, openness, authenticity, empathy, presence, confidentiality, nonjudgment, dependability, consistency between their words and action
- Adopt concrete means that build trust. Client's opinion considered; choices offered; promises kept; physical needs met; simple explanation of the reasoning behind rules; treatment of client as an adult
- Demonstrate interest in the client. Listening, not interrupting, questions, appropriate distance, visual contact, body language

3. Communicate with the client and those around him or her.

- Use nonverbal communication techniques. Posture, touch, facial expression, eye contact
- Use verbal communication techniques. Active listening, silence, open-ended questions rephrasing, reflecting back, clarifying
- Demonstrate empathy. Understanding, compassion, maintenance of a certain emotional distance
- Observe the client's reactions. Verbal and nonverbal communication, emotional state, involvement, interest, fatigue, silence, tears

The Helping Relationship		Code:	751522
<ul style="list-style-type: none"> • Watch for signs of a situation that may require immediate intervention. 	Suicidal comments, signs of a state of crisis or anxiety		
<ul style="list-style-type: none"> • Use relational problem-solving techniques. 	Main defence mechanisms, relational problem-solving process, helpful attitudes		
<ul style="list-style-type: none"> • Recognize the limits of their responsibilities. 	Sphere of responsibilities of the different care providers. Personal and professional limitations.		
4. Adapt how they communicate.			
<ul style="list-style-type: none"> • Use techniques for facilitating communication with an aphasic client. 	Position facing the client, respect for the client's pace, reduction of external stimuli, no feigned comprehension, use of a communication board		
<ul style="list-style-type: none"> • Use techniques for facilitating communication with a visually impaired client. 	Description of attendant and premises, use of the position of the hands on a clock to give instructions, stable environment, use of a communication board		
<ul style="list-style-type: none"> • Use techniques for facilitating communication with a deaf client. 	Verification that the hearing aid is working properly, position facing the client, normal articulation, use of writing and gestures, use of a communication board		
5. Help the client integrate into the environment.			
<ul style="list-style-type: none"> • Learn about the client's preferences and interests. 	Active listening to client's description of past activities		
<ul style="list-style-type: none"> • Inform the client of the activities and services offered. 	Leisure and religious activities; services offered by volunteers; varied services in different environments or in the community		
6. Examine the quality of their interactions.			
<ul style="list-style-type: none"> • Determine their strengths and weaknesses. 	Verbal and nonverbal communication, difficulty in moments of silence, tendency to give advice, difficulty listening, personal space		
<ul style="list-style-type: none"> • Use concrete means of improving how they communicate. 	Short-term objectives, personal investment, experimentation with new ways of saying things, openness to comments		

Competency 6 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Interact as part of a team.

Achievement Context

- In situations representative of living environments, care units and home settings
- In collaboration with members of the interdisciplinary team or the care team
- Based on a care plan
- Using reference materials
- Using the necessary materials

Elements of the Competency**Performance Criteria**

1. Adopt attitudes that promote teamwork.

- Respect for individual differences
- Respect for consensus and decision making by the team
- Adoption of attitudes and behaviours consistent with the team's values

2. Transmit verbal and written observations.

- Transmission of observations regarding real, concrete facts to the appropriate persons
- Objective reporting of the manifestations observed
- Relevant, accurate information transmitted
- Neat, legible notes transmitted
- Concern for providing information regarding the continuity of basic care and services

3. Report any problematic situations.

- Consideration of the care plan
- Accurate identification of situations requiring individual or team intervention
- Emphasis of the importance of reporting any significant change to the person concerned

4. Participate in team meetings.

- Appropriate preparation
- Clear, relevant information provided
- Clear, respectful expression of their opinions
- Respectful comments made regarding clients
- Appropriate contribution of suggestions to the team

Team Interaction	Code: 751532
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5. Organize their work so as to take into account the team.

- Consideration of how the work is currently organized
- Verification of the accuracy of information used for their work
- Appropriate establishment of priorities
- Effective time management

For the competency as a whole:

- Use of appropriate vocabulary
- Demonstration of skills and attitudes that promote teamwork
- Respect for confidentiality
- Recognition of their role and responsibilities within the team
- Respect for each care provider's sphere of responsibility

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Adopt attitudes that promote teamwork.

- Understand the advantages of good communication within a team.
- Understand the need for the different teams, depending on the environments.
- Recognize the roles and responsibilities of each team member.
- Recognize the problems likely to affect teamwork and the possible solutions.
- Recognize the consequences of not complying with the team's consensus and decisions.
- Apply rules that promote effective teamwork.

Cohesiveness of team; planned, effective work; quality of work atmosphere; decrease in stress; reduced risk of errors

Establishment of care plan, provision of care and services according to client needs

Spheres of responsibility of each care provider who is part of the interdisciplinary or care teams. Scope and limits of attendants' responsibilities.

Power struggle, interpersonal conflict, withdrawal, decision-making methods, leadership style, problem-solving process

Importance of respect. Consequences such as client's feeling of insecurity, possibility of comparisons among colleagues, decrease in the team's credibility and effectiveness.

Making contact, common goal, sharing roles. The team's tasks: content, procedures, atmosphere.

2. Transmit verbal and written observations.

- Recognize the type of elements to observe.

Physical, psychological, family, social and environmental aspects as well as lifestyle

Team Interaction	Code:	751532
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<ul style="list-style-type: none"> Choose the observations to share. 	Concept of relevance and quality of facts reported, choice of team member to address
<ul style="list-style-type: none"> Formulate verbal and written observations. 	Comments heard, description of a reaction or activity carried out by clients, writing rules, vocabulary to use, quality criteria
<ul style="list-style-type: none"> Enter the information on computer. 	Basic concepts of software commonly used in the health system, inputting of various information
3. Report any problematic situations.	
<ul style="list-style-type: none"> Read the information provided in a care plan. 	Types of care plans: individualized service plan, nursing treatment plan, nursing care plan. Health condition, objectives pursued, services offered, degree of assistance required and other information, depending on the care plan.
<ul style="list-style-type: none"> Find the important information. 	Safety of the environment, change in health condition, inappropriate or unusual behaviour
<ul style="list-style-type: none"> Assess the urgency of a situation. 	Danger for the health and safety of clients or care providers
4. Participate in team meetings.	
<ul style="list-style-type: none"> Recognize the factors that facilitate team meetings. 	Appropriate preparation, attitude of respect during discussions and toward clients
<ul style="list-style-type: none"> Gather the information required for the meeting. 	Contribution to developing and updating the care plan, information gathered from the client, new developments in the situation
<ul style="list-style-type: none"> Offer suggestions to the team. 	Quality of life, abilities and limitations of client, materials and equipment, needs expressed by client
5. Organize their work so as to take into account the team.	
<ul style="list-style-type: none"> Recognize the different sources of information available in the workplace. 	Care plan, traditional or electronic information sheets regarding the client, team leader, work colleagues, other care providers
<ul style="list-style-type: none"> Plan the work. 	Specific characteristics about how the team operates. Basic care and services to provide, priorities, specific characteristics about the client and constraints to take into account, time management. Basic planning tools.

Competency 7 Duration 45 hours Credits 3

Behavioural Competency**Statement of the Competency**

Consider the manifestations of physical illnesses and disabilities as well as the specific needs of affected clients.

Achievement Context

- In situations representative of living environments, care units and home settings
- Based on the client's health condition as described in the care plan

Elements of the Competency**Performance Criteria**

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|---|---|
| <p>1. Observe clients with a cardiorespiratory disease.</p> | <ul style="list-style-type: none"> • Accurate identification of the main manifestations of heart failure, chronic obstructive pulmonary disease and arterial and venous insufficiency • Accurate connections between the manifestations and the organs affected • Correct identification of the manifestations and subjective symptoms requiring immediate reporting • Accurate identification of the characteristics of normal breathing |
| <p>2. Observe clients with a musculoskeletal disease.</p> | <ul style="list-style-type: none"> • Accurate identification of the main manifestations of arthritis and osteoporosis • Accurate identification of subjective symptoms • Accurate connections between the manifestations and the organs affected • Correct identification of the manifestations requiring immediate reporting • Accurate identification of the manifestations of discomfort and pain • Accurate identification of the main areas of edema and signs of inflammation |

- | | |
|---|---|
| 3. Observe clients with a nervous and sensory system disease. | <ul style="list-style-type: none">• Accurate identification of the main manifestations of a cerebrovascular accident, multiple sclerosis, Parkinson's disease, spinal cord injury, cerebral palsy, glaucoma, cataracts• Accurate identification of subjective symptoms• Accurate connections between the manifestations and the organs affected• Correct identification of the manifestations requiring immediate reporting• Accurate identification of the characteristics of healthy skin• Accurate identification of precursors to a bed sore |
| 4. Observe clients with a digestive disease. | <ul style="list-style-type: none">• Accurate identification of the main manifestations of hepatitis, gastroenteritis and a gastrointestinal ulcer• Accurate identification of subjective symptoms• Accurate connections between the manifestations and the organs affected• Correct identification of the manifestations requiring immediate reporting• Accurate identification of the general signs of dehydration and malnutrition• Accurate observation of the quality of feces |
| 5. Observe clients with a genitourinary disease. | <ul style="list-style-type: none">• Accurate identification of the main manifestations of renal failure, prostatic hypertrophy, ptosis of the uterus or bladder• Accurate identification of subjective symptoms• Accurate connections between the manifestations and the organs affected• Correct identification of the manifestations requiring immediate reporting• Accurate observation of the appearance of urine |
| 6. Observe clients with an endocrine disease. | <ul style="list-style-type: none">• Accurate identification of the main manifestations of diabetes• Accurate identification of subjective symptoms• Correct identification of the manifestations requiring immediate reporting• Accurate identification of the signs of hyperglycemia and hypoglycemia• Accurate identification of the signs of hypothyroidism and hyperthyroidism |
| 7. Observe clients with an immune system disease. | <ul style="list-style-type: none">• Accurate identification of the main manifestations of AIDS• Accurate identification of the main manifestations of a cancer |

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| 8. Choose the precautions and means to take in accordance with the situations. | <ul style="list-style-type: none"> • Consideration of the consequences of various illnesses on client needs • Consideration of the care plan • Relevant choice of the precautions and means to take in accordance with the manifestations observed and the client's needs |
| 9. Help clients with physical illnesses or disabilities achieve their full potential. | <ul style="list-style-type: none"> • Consideration of the client's abilities, preferences and interests • Choice of means adapted to the client's condition |

For the competency as a whole:

- Consideration of the client as a whole
- Consideration of the client's potential
- Observance of the limits of the occupation
- Demonstration of vigilance
- Clear, relevant transmission of observations to the person concerned
- Use of appropriate vocabulary

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

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|--|---|
| 1. Observe clients with a cardiorespiratory disease. | |
| <ul style="list-style-type: none"> • Understand how the human body works. | Homeostasis, coherent organization of the human body, close links between the different systems |
| <ul style="list-style-type: none"> • Locate the main organs of the cardiorespiratory system. | Heart, lungs, blood vessels |
| <ul style="list-style-type: none"> • Recognize the main functions of the cardiorespiratory system. | Gas exchange, transport of carbon dioxide, oxygen and waste products |
| <ul style="list-style-type: none"> • Distinguish between subjective and objective symptoms. | Observable elements, elements mentioned by the client |
| <ul style="list-style-type: none"> • Use appropriate vocabulary. | Cyanosis, cough, expectoration, apnea, dyspnea |
| <ul style="list-style-type: none"> • Consider the general manifestations of the main impairments of the cardiorespiratory system. | Chronic obstructive pulmonary disease, heart failure, arterial and venous insufficiency |
| <ul style="list-style-type: none"> • Recognize the characteristics of normal breathing. | Abdominal and thoracic breathing, rhythm, frequency |

2. Observe clients with a musculoskeletal disease.

- Locate the main organs of the musculoskeletal system. Bones, joints, muscles, spinal column
- Recognize the main functions of the musculoskeletal system. Locomotion, movements, support
- Use appropriate vocabulary. Arthralgia, edema, inflammation
- Consider the general manifestations of the main impairments of the musculoskeletal system. Rheumatoid arthritis, muscular dystrophy, fractures, osteoporosis
- Recognize the manifestations of pain. Rigidity, frown, resistance to being moved, verbal complaints, agitation
- Recognize the main areas affected by edema. Legs, feet, hands
- Recognize the manifestations of inflammation. Heat, redness, pain, edema

3. Observe clients with a nervous and sensory system disease.

- Locate the main organs of the nervous and sensory system. Brain, spinal cord, nerves, eyes, nose, tongue, skin, ears
- Recognize the main functions of the nervous and sensory system. Coordination, perception
- Use appropriate vocabulary. Headache, aphasia, paralysis, dysphasia, diaphoresis
- Consider the general manifestations of the main impairments of the nervous and sensory system. Cerebrovascular accident, epilepsy, multiple sclerosis, spinal cord injuries, cranial trauma, Parkinson's disease, cerebral palsy, glaucoma, cataracts
- Recognize the characteristics of healthy skin. Colour, hydration, hair, elasticity
- Recognize the precursors of a bedsore. Redness, pain, skin colour

4. Observe clients with a digestive disease.

- Locate the main organs of the digestive system. Mouth, teeth, esophagus, stomach, liver, gallbladder, duodenum, pancreas, small intestine, large intestine, rectum
- Recognize the main functions of the digestive system. Breakdown and absorption of foods, waste elimination
- Use appropriate vocabulary. Constipation, diarrhea, feces, vomiting, jaundice

- Consider the general manifestations of the main impairments of the digestive system. Hepatitis, gastrointestinal ulcer, gastroenteritis
 - Recognize the general signs of dehydration and malnutrition. Loss of skin elasticity, skin turgor, weight loss, dry mucous membranes
 - Recognize the characteristics of feces. Colour, quantity, consistency, frequency of elimination, associated pain
5. Observe clients with a genitourinary disease.
- Locate the main organs of the genitourinary system. Kidneys, ureters, bladder, urethra, penis, vagina, uterus, ovaries, prostate, testicles
 - Recognize the main functions of the genitourinary system. Filtration, elimination, reproduction
 - Use appropriate vocabulary. Miction, dysuria, incontinence, urinary retention
 - Consider the general manifestations of the main impairments of the genitourinary system. Renal failure, hypertrophy of the prostate, prolapsed uterus or bladder
 - Recognize the characteristics of normal urine. Colour, odour, clarity, frequency of elimination
6. Observe clients with an endocrine disease.
- Locate the main organs of the endocrine system. Pancreas, thyroid, adrenal glands
 - Recognize the main function of the endocrine system. Regulation
 - Use appropriate vocabulary. Glycemia, hypoglycemia, hyperglycemia
 - Consider the general manifestations of the main illnesses of the endocrine system. Diabetes, hyperthyroidism, hypothyroidism
 - Recognize the main signs of hypoglycemia and hyperglycemia. Fatigue, irritability, diaphoresis
7. Observe clients with an immune system disease.
- Recognize the main manifestations of AIDS. Fatigue, predisposition to infections, thinness
 - Recognize the main manifestations of a cancer. Fatigue, weight loss
8. Choose the precautions and means to take depending on the situations.
- Recognize the prejudices associated with certain illnesses. AIDS, lung cancer, hepatitis, morbid obesity

- Distinguish client needs that are unmet as a result of the various illnesses and their manifestations. Difficulty sleeping related to dyspnea; difficulty feeding oneself related to joint swelling; difficulty communicating related to aphasia
- Read the tables concerning the residual capacities of the client and the level of assistance required. Precautions to take during activities that involve hygiene, moving clients, feeding and the cognitive sphere
- Choose the precautions and the means to take to address the client's unmet needs. Dyspnea: semireclined position; pruritus: moisturizing cream; edema: elevation of limbs; fever: temperature taking; absence of or difficulty with mobility: passive exercises

9. Help clients with physical illnesses or disabilities achieve their full potential.

- Gather information on the client. Client's abilities and limitations, preferences and interests
- Use means of helping the client achieve his or her full potential. Stimulation of learning; support and encouragement; collaboration with regular caregivers

Competency 8 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Adopt relational approaches with clients with mental health problems, cognitive deficits or intellectual disabilities.

Achievement Context

- In situations representative of living environments, care units and home settings
- In collaboration with the team
- Based on the care plan
- Referring to the legislation applicable to these clients

Elements of the Competency

Performance Criteria

- | | |
|---|---|
| 1. Observe the client. | <ul style="list-style-type: none"> • Accurate identification of the main manifestations • Accurate identification of subjective symptoms • Accurate establishment of links between the manifestations and consequences on the client and on the family and social environment • Accurate, relevant communication of manifestations observed and symptoms reported |
| 2. Establish a relationship of trust with clients with mental health problems. | <ul style="list-style-type: none"> • Consideration of the client's current condition • Consideration of the client's needs • Appropriate use of verbal and nonverbal communication • Appropriate choice of means of facilitating the provision of basic care and services • Proper establishment of the necessary limits |
| 3. Establish a relationship of trust with clients with a cognitive deficit. | <ul style="list-style-type: none"> • Consideration of the client's current condition • Consideration of the client's needs • Appropriate use of means of preventing disruptive behaviours and facilitating the provision of basic care and services |
| 4. Establish a relationship of trust with clients with intellectual disabilities. | <ul style="list-style-type: none"> • Consideration of the client's stage of development • Consideration of routines and rituals • Accurate identification of factors likely to result in inappropriate behaviours • Appropriate use of means of preventing disruptive behaviours and facilitating the provision of basic care and services |

5. Take action with clients in a crisis episode.
- Accurate identification of risk situations
 - Accurate identification of signs that are precursors to an episode of aggressive behaviour
 - Appropriate use of measures aimed at protecting the care provider, the client and others present
 - Compliance with the facility's intervention protocol
 - Appropriate use of verbal and nonverbal communication in order to avoid escalation
 - Appropriate decision as to whether or not to intervene
6. Help clients achieve their full potential.
- Consideration of the client's abilities, limitations and preferences
 - Consideration of difficulties with the client's social integration
 - Application of means adapted to the client's condition
- For the competency as a whole:*
- Consideration of the client as a whole
 - Compliance with legislation applicable to these clients
 - Observance of safety rules
 - Demonstration of respect, vigilance and helpful attitudes
 - Compliance with care plan in conjunction with members of the team
 - Clear, relevant transmission of observations to the person concerned
 - Observance of personal and professional limits

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Observe the client.

- Observe the clinical manifestations. Disorders related to substance abuse, schizophrenia, personality and mood disorders, psychotic disorders, cognitive deficits, intellectual disabilities
- Recognize the main manifestations of certain disorders involving stages of progression. Reisberg scale, cognitive regression, cycles of bipolar disorder

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- Recognize the main causes. Family and social context, triggers, risk factors, genetic aspect, disrupted lifestyle
- Recognize the consequences on the client and on his or her environment. Physical, intellectual, emotional, family and social consequences; prejudices; neglect of everyday and domestic activities

2. Establish a relationship of trust with clients with mental health problems.

- Show concern for the client's current condition. Physical, intellectual, emotional and social signs; ability to listen; level of anxiety
- Recognize the signs of anxiety. Physical, intellectual, emotional and social signs
- Recognize situations appropriate to the use of touch. Gradual approach, detection of client's nonverbal signs
- Use means of facilitating the provision of care and services. Approaches during delusions, hallucinations, suicidal thoughts, inappropriate behaviours
- Adopt means of implementing the limits required for intervention. Type of limits; goals pursued; danger of abuse of power; method of instituting limits; difficulties related to the care provider, client and environment

3. Establish a relationship of trust with clients with a cognitive deficit.

- Learn about the client's life story. Different sources of information, striking events, routine, interests, memory regression
- Recognize the factors likely to produce disruptive behaviours. Pain, physical environment, human environment, change in routine
- Use means of reducing or preventing disruptive behaviours and of facilitating the provision of care and services. Diversion, compassionate touch, reminiscence, emotional validation, voice intonation, short sentences, space-time orientation

4. Establish a relationship of trust with clients with intellectual disabilities.

- Recognize the client's stage of development. In terms of cognitive, moral, social and emotional development
- Consider routines and rituals. Type, goals, importance, consequences of not following routines and rituals
- Recognize the factors likely to produce disruptive behaviours. A task that is too difficult, fatigue, lack of motivation
- Use means of preventing or controlling inappropriate behaviours. Presence, affection, withdrawal, change in activity, intentional ignoring

Mental Health Approaches		Code:	751554
<ul style="list-style-type: none"> Use means of communicating and facilitating the provision of care and services. 	Elements to consider: stages in a client's development; the client's routines and rituals. Ways of initiating communication: accompaniment, replacement		
5. Take action with clients in a crisis episode.			
<ul style="list-style-type: none"> Identify risk situations. 	Triggers, history of substance abuse, alcoholism, violence		
<ul style="list-style-type: none"> Identify precursors. 	Signs of anxiety, physical and verbal manifestations		
<ul style="list-style-type: none"> Analyze the dangerous situation and the risks involved in taking action. 	Physical and human environment; level of escalation; client's state; decision to intervene		
<ul style="list-style-type: none"> Decide on the approach to use. 	Personal arrangements, intervention protocol, verbal and nonverbal communication techniques to avoid escalation		
<ul style="list-style-type: none"> Use alternatives to restraint. 	Layout of premises, increased surveillance, use of a reclining chair, leisure or therapeutic activities, diversion, change in location, secure areas to prevent wandering, exercise program		
6. Help clients achieve their full potential.			
<ul style="list-style-type: none"> Consider the client's abilities, limitations, preferences and interests. 	Encouragement of clients to do activities that correspond to their preferences and abilities, possibility of making choices, suggestion of activities based on their preferences and abilities		
<ul style="list-style-type: none"> Use means of stimulation and occupational therapy activities. 	Games, verbal encouragement, songs, picture communication (e.g. <i>Communiquer et apprendre par pictogrammes</i> -CAP method, <i>Treatment and Education of Autistic and related Communication-handicapped Children</i> -TEACCH program)		
<ul style="list-style-type: none"> Use means of promoting social integration. 	Appropriate attire, socially acceptable behaviours, simplification of tasks, experimentation with new situations, involvement of families or caregivers		

Competency 9 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency

Perform basic care procedures.

Achievement Context

- In situations involving living and home environments
- Based on the care plan
- Using appropriate equipment and materials

Elements of the Competency**Performance Criteria**

- | | |
|---|---|
| 1. Move a client. | <ul style="list-style-type: none">• Proper choice and execution of moving technique• Appropriate assistance provided for walking• Appropriate assistance provided for transferring client to a wheelchair |
| 2. Provide hygiene care. | <ul style="list-style-type: none">• Proper choice and performance of care procedures• Careful observation of the skin's condition• Respect for the client's privacy |
| 3. Provide elimination care. | <ul style="list-style-type: none">• Proper choice and performance of basic elimination care• Respect for the client's privacy |
| 4. Provide comfort care. | <ul style="list-style-type: none">• Appropriate choice of means of preventing bedsores• Proper positioning of client• Correct changing of bed linens• Verification of client's comfort |
| 5. Provide assistance with dressing and undressing. | <ul style="list-style-type: none">• Appropriate choice of clothing• Correct application of dressing techniques according to the client's condition• Respect for the client's preferences• Respect for the client's privacy |
| 6. Provide assistance with eating and drinking. | <ul style="list-style-type: none">• Appropriate choice of means of promoting an environment conducive to mealtime• Appropriate use of materials• Respect for the client's pace• Proper positioning of client |

For the competency as a whole:

- Correct application of work process
- Consideration of the client's physical and emotional condition as well as of the environment
- Observance of rules of hygiene, asepsis and safety in the workplace
- Observance of principles for moving clients safely
- Adoption of behaviours consistent with the protocol and values of the occupations
- Proper use, maintenance and tidying up of materials, equipment and work areas
- Use of appropriate vocabulary

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Move a client.

- | | |
|---|---|
| • Plan the work to be done. | Time allotted, tasks to be completed, assessment of the work situation, place of intervention, verification of the help that the client can provide, materials available |
| • Use the materials, equipment and work area. | Wheelchair, mechanical lift, floor to ceiling grab bar, walker, walking belt, crutches, cane, 3-point prong, absorbent pad, drawsheet, sit/stand lift, transfer board, maintenance and storage of materials |
| • Apply principles for moving clients safely. | Level of assistance required, positioning, holding principles, principles of movement, natural movements, weight transfer, counterweight, communication with the client, synchronized effort with another person |
| • Perform moving manoeuvres. | Principles of assisting clients out of an armchair or wheelchair, assisting them onto a bed, sit them on the edge of the bed and place them in the armchair; principles of transferring clients into the bath, bed and armchair |
| • Help clients to walk. | Stimulation, holding principles, positioning, movements |
| • Move clients using a wheelchair. | Positioning, safety, manoeuvres |

2. Provide hygiene care.

- Plan the work to be done. Materials required, time allotted, tasks to be completed, assessment of the work situation, place of intervention, verification of the help that the client can provide, collaboration with a work colleague or caregiver
- Use the materials, equipment and work area required for hygiene care. Bath, transfer chair, shower stretcher, shower, transfer board with backrest, bath transfer board, bath seat, bathmat; cleaning, disinfection, maintenance and storage of materials
- Recognize the characteristics of healthy skin. Colour, pigmentation, hair
- Respect the client's privacy. Cover the client, close doors and curtains
- Give the client a bath. Complete and partial bath; bath in a bed, in a tub and at a sink
- Provide oral hygiene care. Teeth brushing, cleaning of dental prostheses, oral solutions, observation of mucous membranes, risk situations (nasogastric tube, oxygen, NPO), use of oxygen therapy equipment
- Maintain hearing aids and glasses. Types of hearing aids and how they work. Method of maintenance, handling and applying; precautions.
- Maintain the client's nails. Observation of the condition of nails. Role of the podiatrist and nurse specialized in feet care. Procedure, contraindications.
- Shave a client's face. Materials required, steps and procedure. Maintenance of razor.
- Wash a client's hair. Steps and procedure in bed, in the bath and at the sink; materials required
- Give a client a backrub. Techniques and products to use

3. Provide elimination care.

- Apply methods that promote elimination. Hydration, diet, comfort
- Use the materials necessary for providing elimination care. Toilet, bedpan, urinal
- Show concern for protecting the client's privacy. Cover the client, close doors and curtains
- Put protective underwear on the client. Technique, types of protection, psychological consequences on the client, frequency of change

<ul style="list-style-type: none"> Put on a condom catheter. 	Types of catheters, reasons for their use, technique for putting on a catheter, frequency of change, attachment of a urine collection bag, emptying and maintenance of a urine collection bag
4. Provide comfort care.	
<ul style="list-style-type: none"> Recognize the factors that may cause a bedsore. 	Presence of skin folds, lack of mobility, poorly adjusted clothing, malnutrition
<ul style="list-style-type: none"> Prevent bedsores. 	Positioning, rubbing, massage, bed linens, alternating pressure mattress
<ul style="list-style-type: none"> Position the client. 	Lateral decubitus, dorsal decubitus or Fowler positions; position in bed, in a chair
<ul style="list-style-type: none"> Make up a bed. 	Occupied bed, with or without a drawsheet, absorbent pad, materials required, steps and procedure
<ul style="list-style-type: none"> Show concern for the client's comfort. 	Verification of the client's comfort and well-being, body alignment, observation of verbal and nonverbal language, application of moisturizing cream
<ul style="list-style-type: none"> Use the materials necessary to provide comfort care. 	Cushion, blanket, pillow
5. Provide dressing care.	
<ul style="list-style-type: none"> Show concern for the client's comfort and preferences. 	Choice of clothing based on past habits and mobility. Adapted clothing.
<ul style="list-style-type: none"> Help clients dress and undress. 	Bedridden client, client with a hemiplegia, cast, orthosis or prosthesis, or who is visually impaired
<ul style="list-style-type: none"> Put antiembolic support stockings on the client. 	Procedure and maintenance
6. Help a client with eating and drinking.	
<ul style="list-style-type: none"> Use means of promoting an environment suitable for eating. 	Calm, clean area; preparation and display of foods; respect for the client's preferences
<ul style="list-style-type: none"> Position the client. 	Concern for client's comfort in bed, in a chair, in the dining room
<ul style="list-style-type: none"> Use the materials necessary for eating. 	Adapted materials
<ul style="list-style-type: none"> Provide the necessary help. 	Partial or complete help, concern for maintaining eye contact with the client, positioning

- Promote hydration. Frequent reminders, a sufficient quantity of a variety of liquids, consideration of the client's condition and ambient temperature
- Apply the work process. *For the competency as a whole:*
Become familiar with the required information. Establish contact with the client. Choose a work method. Plan their intervention. Provide the care or services requested. Assess how they provide care or services. Ensure follow-up to the intervention.
- Provide information and explanations to the client and his or her family and friends. Ways of proceeding when providing care, prevention of accident risks, principles for moving clients safely
- Consider the presence of caregivers when providing basic care. Assistance when providing care, accompaniment support
- Adjust the care provided according to the different types of clients. Newborn, child, adolescent, adults and elderly persons. Level of assistance required according to the client's potential and disabilities.
- Recognize the risks and sources of danger associated with the work situation. Risk: static or constraining posture, repetitive movements. Sources of danger: clients, care provider, environment, equipment, time, task, organization of physical environment

Competency 10 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Administer first aid.

Achievement Context

- Alone or in collaboration with professionals and nonprofessionals
- With persons of all ages
- Referring to the laws, codes, charters and regulations in effect
- Using available equipment and materials

Elements of the Competency**Performance Criteria**

1. Apply techniques for maintaining and restoring vital functions.

- Accurate evaluation of vital functions
- Appropriate choice of technique for clearing obstructed airways, artificial respiration or cardiac massage
- Quick execution in conformity with techniques

2. Intervene in cases of hemorrhage or state of shock.

- Accurate identification of types of hemorrhage
- Precise identification of a state of shock
- Quick, appropriate use of pressure, elevation and rest
- Correct use of measures aimed at preventing contamination by blood

3. Intervene in cases of musculoskeletal injury.

- Precise identification of manifestations of musculoskeletal injury
- Correct use of means of stabilizing and immobilizing an injured limb
- Proper positioning during spinal trauma

4. Intervene in cases of eye injury.

- Precise identification of types of injury
- Quick, proper eye irrigation
- Appropriate choice of means of preventing the injury from being aggravated when a foreign body has penetrated the eye

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| 5. Intervene in cases of various wounds. | <ul style="list-style-type: none"> • Precise identification of types of wounds • Proper positioning of person according to the type and location of wound • Correct use of means of preserving a severed body part • Rapid, correct intervention in the case of a thoracic wound • Appropriate choice of means of preventing contamination and hypothermia in the case of an open abdominal wound |
| 6. Intervene in cases of problems related to heat or cold. | <ul style="list-style-type: none"> • Precise identification of manifestations of various problems related to heat or cold • Rapid, correct intervention in cases of hypothermia, heat exhaustion and heat stroke • Correct use of means of alleviating pain and preventing infection and contamination in the case of burns |
| 7. Intervene in cases of poisoning. | <ul style="list-style-type: none"> • Precise identification of manifestations related to different types of poisoning • Appropriate choice of measures to take for different types of poisoning |
| 8. Intervene in cases of allergic reaction. | <ul style="list-style-type: none"> • Precise identification of manifestations of allergic reaction • Correct application of first-aid techniques during an allergic reaction • Accurate assessment of the limits of the occupation with respect to the use of adrenaline |
| 9. Intervene in cases of other medical problems. | <ul style="list-style-type: none"> • Accurate identification of manifestations related to various medical problems • Rapid, correct intervention for thoracic pain • Use of appropriate means of preventing injury during convulsions • Rapid, correct intervention for hypoglycemia |

For the competency as a whole:

- Thorough compliance with the general emergency plan
- Demonstration of a calm attitude and self-control
- Effective communication for reassuring the victim and those close to him/her
- Observance of the limits of the occupation
- Compliance with the health facility's intervention protocols
- Clear, precise transmission of information to the person in charge

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Apply techniques for maintaining and restoring vital functions.

- | | |
|--|--|
| • Distinguish the steps of the general emergency plan. | First-aid principles, presence of one or more victims |
| • Identify dangerous situations. | Legal aspects, type of risk for the victim and first aider, protective measures |
| • Communicate with prehospital emergency services. | Ambulance technicians, first responders, police officers, firefighters, type of information to transmit |
| • Assess the state of consciousness, breathing, pulse and visible signs of circulation. | Opening of airways, taking of carotid pulse, and recognition of visible signs of circulation |
| • Locate anatomical structures. | Identification of respiratory tracts, lungs and heart |
| • Participate in identifying situations involving risk and in raising awareness of preventive measures. | Identification of potential dangers in everyday life, in the workplace; medical causes (myocardial infarction, angina, cerebrovascular accident) or trauma; risk factors for cardiovascular disease and cerebrovascular disease |
| • Take into account specific instructions applicable to infants, children and adults when clearing airway obstructions, giving artificial respiration, using an automated external defibrillator and performing cardiopulmonary resuscitation. | Conscious or unconscious victim; taking of brachial or carotid pulse; compression rate; compression/breath rate; recovery position; conditions indicating that the procedure can be stopped; use of automated external defibrillator |

2. Intervene in cases of hemorrhage or state of shock.

- | | |
|---|--|
| • Observe the signs of internal and external hemorrhage. | Venous or arterial bleeding, abdominal rigidity |
| • Observe the signs of state of shock. | Signs associated with different body systems |
| • Participate in identifying situations involving risk and in implementing preventive measures. | Medical or traumatic causes, identification of potential dangers in everyday life and in the workplace |
| • Use the available materials. | Specialized materials, adaptation of common materials |

3. Intervene in cases of musculoskeletal injury.

- | | |
|--|--|
| • Locate anatomical structures. | Muscles, joints, ligaments, spinal column |
| • Observe the manifestations of different types of injuries. | Open or closed fracture, sprain, spinal fracture, cranial fracture |

<ul style="list-style-type: none"> Participate in identifying situations involving risk and in implementing preventive measures. 	Medical or traumatic causes, identification of potential dangers in everyday life and in the workplace
<ul style="list-style-type: none"> Use the materials available for stabilizing or immobilizing the victim. 	Spine board, stabilization using the hands, splint, sling
4. Intervene in cases of eye injury.	
<ul style="list-style-type: none"> Participate in identifying situations involving risk and in implementing preventive measures. 	Foreign body, chemical burns or radiation
<ul style="list-style-type: none"> Use a variety of techniques. 	Eye irrigation, wet bandage, immobilization of the head
5. Intervene in cases of various wounds.	
<ul style="list-style-type: none"> Observe different types of wounds. 	Wounds with or without foreign bodies, on various parts of the body, open abdominal wound, amputation
<ul style="list-style-type: none"> Participate in identifying situations involving risk and in implementing preventive measures. 	Medical or traumatic causes
<ul style="list-style-type: none"> Use a variety of techniques. 	Compression bandage, waterproof dressing, triangular bandage
6. Intervene in cases of problems related to heat or cold.	
<ul style="list-style-type: none"> Observe different types of burns and frostbite. 	According to the extent and depth of the burn or frostbite, the causal agent, and the areas affected
<ul style="list-style-type: none"> Observe the manifestations of hypothermia and hyperthermia. 	Local and systemic manifestations
<ul style="list-style-type: none"> Participate in identifying situations involving risk and in implementing preventive measures. 	Traumatic causes, prolonged exposure to cold or intense heat
<ul style="list-style-type: none"> Use a variety of techniques. 	Modification of the environment, hydration, gradual warming, dry or wet bandages
7. Intervene in cases of poisoning.	
<ul style="list-style-type: none"> Identify the types of poisoning. 	Absorption through the skin contact, ingestion and inhalation
<ul style="list-style-type: none"> Participate in identifying situations involving risk and in implementing preventive measures. 	Spoiled foods, toxic gases, chemical products

- Observe the manifestations of poisoning. Local or systemic manifestations
- Take the necessary precautions based on the potential risks. Knowledge of the Workplace Hazardous Materials Information System (WHMIS)

8. Intervene in cases of allergic reaction.

- Observe the manifestations of a local or systemic allergic reaction and of anaphylactic shock. Definition of terms: local or systemic allergic reaction, anaphylactic shock
- Participate in identifying situations involving risk and in implementing preventive measures. Reading of labels, protective clothing
- Use a variety of techniques. Adrenaline auto-injector, positioning, administration and regulation

9. Intervene in cases of other medical problems.

- Observe the manifestations of various medical problems. Myocardial infarction, angina, cerebrovascular accident, convulsions, hypoglycemia
- Use a variety of techniques according to the problems identified. Positioning, assistance in administering nitroglycerin

Competency 11 Duration 15 hours Credit 1

Behavioural Competency**Statement of the Competency**

Provide assistance to clients in palliative care.

Achievement Context

- In situations representative of living environments, care units and home settings
- Based on the care plan
- In collaboration with the team

Elements of the Competency**Performance Criteria**

- | | |
|---|---|
| 1. Make connections between their perception of death and the palliative care approach. | <ul style="list-style-type: none"> • Careful examination of their perception of death • Accurate identification of principles underlying the palliative care approach • Accurate comparison of their perception of death and the palliative care approach |
| 2. Establish a relationship of trust with a client at the end of life and with his or her loved ones. | <ul style="list-style-type: none"> • Adoption of attitudes that promote an atmosphere of trust • Demonstration of empathy and compassion |
| 3. Consider the needs of the client at the end of life and of his or her loved ones. | <ul style="list-style-type: none"> • Accurate identification of changes to different systems in the terminal phase • Accurate identification of manifestations of agony • Accurate identification of stages of grief • Careful observation of the reactions of the client and his or her loved ones • Appropriate response to the need for information on the part of the client and his or her loved ones |
| 4. Consider means of meeting the needs of a client at the end of life and of his or her loved ones. | <ul style="list-style-type: none"> • Appropriate use of means of alleviating various physical discomfort • Appropriate use of means of alleviating moral suffering • Consideration of the collaboration of caregivers |
| 5. Examine their attitudes regarding the palliative care approach. | <ul style="list-style-type: none"> • Realistic determination of their strengths and weaknesses • Accurate determination of means of improving their attitudes • Accurate identification of their role |

For the competency as a whole:

- Consideration of the client as a whole
- Respect for the client's values
- Respect for the client's dignity and privacy
- Recognition of their personal and professional limits
- Compliance with care plan in conjunction with members of the team

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Make connections between their perception of death and the palliative care approach.

- Understand how they feel about death. Perception of death: past experiences, values, fears, expectations, beliefs, meaning of life and death
- Recognize the principles underlying the palliative care approach. Support of life, view of death as a normal process, alleviation of pain and other physical symptoms, integration of psychological and spiritual aspects, active participation of client at the end of life, intrinsic value of the client

2. Establish a relationship of trust with a client at the end of life and with his or her loved ones.

- Adopt attitudes that promote an atmosphere of trust. Respect of silence, availability, frequent visits, concern for details, concern for what loved ones are experiencing
- Demonstrate empathy and compassion. Respect for the client's life story and social and family role

3. Consider the needs of the client at the end of life and of his or her loved ones.

- Observe changes to the different systems. Dyspnea, cough, vomiting, dry mouth, constipation, anorexia, signs of pain, dysphagia
- Observe the signs of agony. Difficult and loud breathing, agitation; drowsiness, extensive secretions, hyperthermia
- Observe the reactions of the client and of his or her loved ones. Stages of grief and reactions associated with each stage; announcement of diagnosis; perception of the meaning of death by the client and his or her loved ones; disruptions in family and social functioning; two-fold position of loved ones: obtaining and offering support

4. Consider means of meeting the needs of a client at the end of life and of his or her loved ones.

- Consider ways of collaborating with caregivers. Participation of caregivers, physical and emotional limitations of persons
- Use means of responding to different needs. Oral care, body position, eating, skin care
- Use means of alleviating moral suffering. Influencing factors, presence, alternative medicine, spiritual support, respect for the client's wishes, support of hope
- Consider the needs of the client and his or her loved ones. Response to questions; available support resources; consideration of choices and individual, family and cultural values; mortuary rites

5. Examine their attitudes regarding the palliative care approach.

- Determine their strengths and weaknesses. Ability to manage their fears, demonstrate empathy and compassion, maintain an appropriate emotional distance, accept their limits
- Explore means of accompanying clients at the end of life. Understanding of the role of accompaniment: openness to comments, discussion with peers

Competency 12 Duration 15 hours Credit 1

Situational Competency

Statement of the Competency

Use job search techniques.

Elements of the Competency

- Consult sources of information.
- Plan a job search.
- Prepare the documents required for a job search.

Learning Context

Information Phase

- Learning about the steps involved in looking for a job.
- Becoming familiar with the sources of information available when looking for a job.
- Becoming familiar with the elements to be included in a résumé and a cover letter.
- Identifying the work environments that correspond to their fields of interest.

Participation Phase

- Planning their job-search strategy.
- Writing a résumé and a cover letter.
- Carrying out the steps involved in their job search plan.
- Participating in role-plays of interviews with a prospective employer.
- Keeping a journal of the steps carried out as part of their job search plan.

Synthesis Phase

- Analyzing the effectiveness of their job search plan.
- Presenting the results of their evaluation as well as an assessment of their work and the steps carried out.

Instructional Guidelines

- Make available to students all relevant documentation.
- Facilitate and guide group discussions.
- Encourage students to participate and express themselves.
- Organize role-playing activities and provide the students with support.
- Encourage students to be serious and to show respect for others during presentations and evaluations.
- Encourage self-criticism.

Participation Criteria

Information Phase

- Consult the sources of information made available to them.
- Participate in group discussions.

Participation Phase

- Prepare their résumé and cover letter.
- Participate in activities.
- In their journal, record information on the various steps involved in their job search plan and describe the steps carried out.

Synthesis Phase

- Produce a report on their experience.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

Information Phase

- | | |
|---|---|
| • Carry out research on different facilities. | Size, services offered, orientations, organization.
Sources of information. Internet research.
Reference documents. |
| • Analyze job offers. | Requirements regarding training and experience.
Comparison with their career goals. |
| • Recognize the characteristics of a résumé. | Definition of a résumé and its advantages. Types of résumés and their components. |
| • Recognize the purpose of a letter of application. | Interest in job. Presentation of the résumé.
Availability for an interview. |
| • Recognize the characteristics of a letter of application. | Emphasis on attitudes, qualities and behaviours sought by employers. Qualities of a well-written letter of application. Information provided. |

Participation Phase

- | | |
|---|---|
| • Understand the importance of preparing for an interview. | Presentation, appropriate responses, questions.
Information to be gathered, employers' expectations.
Behaviour and attire. Attitudes. |
| • Distinguish between the different types of interviews. | Individual, committee, with hypothetical situations, in the presence of other candidates |
| • Show concern for the impression made on future employers. | Appearance, language, punctuality |

Competency 13 Duration 30 hours Credits 2

Behavioural Competency**Statement of the Competency**

Apply basic care procedures specific to care units.

Achievement Context

- In a care unit
- Using appropriate equipment and materials
- Based on the care plan and instructions

Elements of the Competency**Performance Criteria**

- | | |
|---|---|
| 1. Integrate patients into the care unit. | <ul style="list-style-type: none"> • Consideration of information on the patient's condition • Proper preparation of the room and care materials • Transmission of relevant information |
| 2. Use various means of restraint. | <ul style="list-style-type: none"> • Appropriate use of restraints • Careful, frequent monitoring of the restrained client • Observance of the frequency for changing the patient's position • Compliance with policies regarding restraint |
| 3. Perform preoperative shaving. | <ul style="list-style-type: none"> • Compliance with protocols • Compliance with instructions received |
| 4. Measure intake and output. | <ul style="list-style-type: none"> • Precise measurements • Appropriate use and disposal of materials • Thorough recording of data |
| 5. Provide postmortem care. | <ul style="list-style-type: none"> • Correct placement of shroud • Correct, thorough identification of the deceased person • Compliance with protocols |
| 6. Adapt basic care procedures to the clinical reality. | <ul style="list-style-type: none"> • Observance of work process • Appropriate choice of means adapted to the client's condition • Adapted performance of care procedures • Objective and constructive self-criticism • Determination of relevant corrective measures |

For the competency as a whole:

- Consideration of the patient as a whole
- Effective planning of intervention
- Consideration of the patient's potential when providing basic care
- Observance of rules of hygiene, asepsis and occupational health and safety
- Observance of principles for moving patients safely
- Choice of solutions adapted to the clinical situation
- Adoption of behaviours consistent with the protocol and values of the occupations
- Proper use, maintenance and tidying up of materials, equipment and work areas
- Use of appropriate vocabulary
- Demonstration of autonomy when performing tasks

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Integrate patients into the care unit.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Gather information on the patient's condition. | Compliance with instructions and information received: health condition, medical care materials required for the patient's condition |
| <ul style="list-style-type: none"> • Prepare the room. | Installation and preparation of the required materials: open bed, postoperative bed, food tray, pump, outlet for the installation of suction or oxygenation apparatus |
| <ul style="list-style-type: none"> • Welcome the patient to the care unit. | Measurement of weight and height, placement of patient according to his or her condition, concern for patient's comfort, proper positioning |
| <ul style="list-style-type: none"> • Provide the patient with information. | Familiarization with the environment, area for storing personal belongings, explanation of how the call bell works, option of requesting a television |

2. Use various means of restraint.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Set up physical restraints. | Guidelines, concepts of consent and fundamental rights, ethical and legal aspects, obligation of close monitoring, concern for consequences on the patient |
|---|--|

Care Unit Procedures	Code: 751602
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<ul style="list-style-type: none"> Meet the needs of a patient in restraints. 	Frequent change in position, hydration, verbal communication, touch, observation of behaviour and condition of skin
3. Perform preoperative shaving.	
<ul style="list-style-type: none"> Recognize when the procedure is indicated. 	Diagnostic tests, surgery
<ul style="list-style-type: none"> Shave the patient. 	Materials to use, protocol, precautions, techniques, compliance with instructions received
4. Measure intake and output.	
<ul style="list-style-type: none"> Use the materials. 	Measurements during eating and elimination. Measuring materials used, proper emptying of care materials: urinary storage bag, suction equipment.
<ul style="list-style-type: none"> Record data. 	Materials used, accurate recording of data
<ul style="list-style-type: none"> Maintain and put away measuring materials. 	Compliance with protocols and precautions to take for preventing infection and contamination; careful, proper use of materials
5. Provide postmortem care.	
<ul style="list-style-type: none"> Observe physiological changes. 	Rigor mortis, skin discolouration, incontinence
<ul style="list-style-type: none"> Use the materials. 	Shroud, materials for identifying the body and for hygiene
<ul style="list-style-type: none"> Ensure the safety of the deceased's personal belongings. 	List of valuable objects, storage, compliance with the facility's protocols
<ul style="list-style-type: none"> Greet loved ones. 	Reactions of loved ones; communication; quiet room; time granted to loved ones before moving the body; concern for the physical environment and the appearance of the deceased
6. Adapt basic care procedures to the clinical reality.	
<ul style="list-style-type: none"> Adapt the work process. 	Compliance with care plan, planning of the intervention, preparation of a work sheet indicating relevant information and the tasks to be performed, effective time management
<ul style="list-style-type: none"> Choose the means according to the clinical situation. 	For feeding, moving, comfort; techniques for establishing contact with the patient according to his or her condition and the clinical reality
<ul style="list-style-type: none"> Apply the care procedures according to the patient's condition. 	Handling of care equipment and materials necessary for the patient's condition; performance of care procedures; storage, cleaning and disinfection of equipment and materials

- | | |
|--|--|
| <ul style="list-style-type: none">• Transmit the observations to the team. | Relevant verbal or written information on the patient's physical and emotional condition, behaviours and reactions during basic care, abnormal clinical manifestations |
| <ul style="list-style-type: none">• Assess their work practices. | Planning, performance, transmission of information, establishment of a helping relationship |
| <ul style="list-style-type: none">• Determine corrective measures. | Aspects to be worked on, concrete ways of correcting weaknesses, objectives to attain |

Competency 14 Duration 105 hours Credits 7

Behavioural Competency

Statement of the Competency

Provide basic care and services to clients requiring long-term care.

Achievement Context

- In different living environments
- With clients experiencing partial to complete loss of autonomy
- Based on the care plan and instructions
- In collaboration with other care providers

Elements of the Competency**Performance Criteria**

1. Plan the work.

- Consideration of how the work is organized in the living environment
- Consideration of the client's daily schedule
- Consideration of the objectives of the care plan and the instructions received for each client assigned
- Consideration of the client's physical and emotional condition
- Appropriate establishment of priorities on the work sheet

2. Establish contact with the client and his or her loved ones.

- Reassuring introduction
- Demonstration of interest in the client's life story
- Use of techniques relevant to building a helping relationship
- Relevant information gathered during conversations

3. Observe the client's condition.

- Accurate identification of manifestations associated with aging and illness
- Correct perception of the client's reactions and behaviours
- Attentiveness to the client's comfort

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|--|---|
| 4. Provide basic care. | <ul style="list-style-type: none">• Respect for the client's optimal functional autonomy• Appropriate stimulation of the client's potential• Respect for the client's pace• Respect for the client's privacy, preferences and lifestyle habits• Adapted performance of basic care procedures• Attentive, respectful listening• Value placed on the client• Appropriate use of required materials and equipment• Effective time management |
| 5. Participate in monitoring clients and premises. | <ul style="list-style-type: none">• Demonstration of vigilance• Identification of all elements that may pose a threat to health and safety• Prompt reporting of any important change to the appropriate persons• Accurate identification of situations requiring individual or team intervention |
| 6. Keep clients busy. | <ul style="list-style-type: none">• Proposal of recreational activities related to the client's interest and abilities• Adoption of concrete means of stimulating the client• Optimal participation of clients |
| 7. Perform tasks related to maintaining and tidying up materials, equipment and the work area. | <ul style="list-style-type: none">• Correct performance of tasks• Meticulous, proper maintenance and tidying up• Accurate identification of any defects in materials |
| 8. Transmit their observations and suggestions to the team. | <ul style="list-style-type: none">• Relevant, accurate observations• Active contribution to team meetings by means of information shared• Concern for ensuring the transmission of information concerning the continuity of care |

For the competency as a whole:

- Consideration of the client as a whole
- Close collaboration with the team
- Observance of rules of protocol and ethics
- Observance of the limits of the occupation
- Observance of rules of hygiene, asepsis and occupational health and safety
- Compliance with the facility's protocols
- Compliance with the laws applicable to clients
- Observance of the living environment approach
- Establishment of a helping relationship with the client
- Appropriate choice of solutions adapted to situations
- Demonstration of autonomy when performing tasks
- Objective and constructive self-criticism

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Plan the work.

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| <ul style="list-style-type: none"> • Distinguish ways of organizing work in different living environments. | <p>Organization of physical premises, placement of materials, composition of teams, responsibilities of each team member</p> |
| <ul style="list-style-type: none"> • Recognize the information that needs to be considered when providing long-term basic care. | <p>Objectives of the plan, instructions, safety measures, the client's condition, degree of assistance required, specifics to take into account</p> |
| <ul style="list-style-type: none"> • Become familiar with various equipment. | <p>Monitoring system, equipment and materials for hygiene care, moving clients, feeding, elimination and restraint</p> |
| <ul style="list-style-type: none"> • Consider the schedule for the day's activities. | <p>Activity board, occupational therapy, team meetings, the client's activities or outings</p> |
| <ul style="list-style-type: none"> • Prepare the work sheet. | <p>Based on available documents and information received on the client's condition as well as the basic care to provide. Establishment of priorities.</p> |

2. Establish contact with the client and his or her loved ones.

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|--|---|
| <ul style="list-style-type: none"> • Introduce themselves to clients. | <p>Role, explanation of basic care to provide, objectives pursued</p> |
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<ul style="list-style-type: none"> • Show interest in getting to know clients. 	Listening, questions concerning the client's lifestyle, preferences, leisure activities, abilities, family and friends
<ul style="list-style-type: none"> • Use techniques for establishing a helping relationship. 	Principles of a helping relationship, echoing, visual contact, appropriate level of language, verbal and nonverbal communication techniques, favourable attitudes, consideration of the client's opinion
3. Observe the client's condition.	
<ul style="list-style-type: none"> • Recognize the physical manifestations associated with aging and illness. 	Condition of the skin, colour, sensory deficits, different systems affected
<ul style="list-style-type: none"> • Recognize the client's reactions and behaviours. 	Level of cooperation, signs of receptiveness, interest shown in various everyday and domestic activities, humour, facial expressions, needs expressed by client
<ul style="list-style-type: none"> • Observe signs of discomfort. 	Client's verbal communication, body language; proper alignment and positioning at all times
<ul style="list-style-type: none"> • Note relevant information following conversations with the client and his or her loved ones. 	Work sheet, information to be transmitted to the team or the person concerned
4. Provide basic care.	
<ul style="list-style-type: none"> • Show concern for the level of assistance required by the client. 	Optimal autonomy maintained by client
<ul style="list-style-type: none"> • Show concern for manifestations of illness and disability in the client. 	Choice of basic care in accordance with the manifestations of illness or disability, relational approach to use, alternatives to restraint
<ul style="list-style-type: none"> • Stimulate the client's potential. 	Verbal encouragement, starting the movement with the client, respect for the client's pace
<ul style="list-style-type: none"> • Encourage the client during activities. 	Support and encouragement in maintaining their space, clothing and personal belongings; interest shown in the client's activities; positive comments; accompaniment of the client in his or her various activities
<ul style="list-style-type: none"> • Apply basic care procedures. 	Preparation, performance, storage, time required to perform procedures
<ul style="list-style-type: none"> • Use the materials and equipment. 	Verification of materials before use; choice and safety of materials and equipment; sufficient amount of materials; cleaning and disinfection
<ul style="list-style-type: none"> • Encourage loved ones to become involved in providing basic care. 	According to the ability and limits of the caregivers, their availability and their interest in participating

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5. Participate in monitoring clients and premises.	
<ul style="list-style-type: none"> Observe the physical environment. 	Quality of the environment in which the clients live: ventilation, temperature, cleanliness, calm, compliance with nonsmoking regulations, good condition of furniture. Work environment, locked areas, secure linen room, monitoring system, safety equipment, regular rounds.
<ul style="list-style-type: none"> Observe clients. 	Vigilance, sources of potential danger for the health and safety of clients, risk of running away, agitation, change in behaviour
6. Keep clients busy.	
<ul style="list-style-type: none"> Explore the client's preferences and abilities. 	Life story, past leisure activities
<ul style="list-style-type: none"> Plan individual and group recreational activities for clients. 	Reference documents to help with preparing activities, materials required, reservations, budget, types of activities: memory games, stimulation activities, outings
<ul style="list-style-type: none"> Use concrete means of stimulating the client or group. 	Verbal encouragement, accompaniment, grouping clients by interest
<ul style="list-style-type: none"> Have clients participate in carrying out activities. 	Brainstorming about potential activities, sharing of tasks according to preferences and abilities
7. Perform tasks related to maintaining and tidying up materials, equipment and the work area.	
<ul style="list-style-type: none"> Maintain materials and equipment. 	Proper, safe use of disinfecting materials; maintenance of equipment and materials used for hygiene, moving and eating
<ul style="list-style-type: none"> Put away materials and equipment. 	In the proper place, in a safe manner; identification of any defects before storing; care materials and medical equipment
8. Transmit their observations and suggestions to the team.	
<ul style="list-style-type: none"> Compile their observations. 	Content: change in the client's condition; physical and emotional state; comments made; behaviours and reactions during basic care or other activities; information given by the family; observations during everyday and domestic activities; new developments in the situation with respect to intervention objectives related to everyday and domestic activities
<ul style="list-style-type: none"> Transmit their observations. 	Verbal or written information given to the right person when a significant change is observed in the client's condition, at the end of a work shift, when the caregiver leaves the premises and during team meetings

- Make suggestions to the team. Suggestions regarding the client's safety, quality of life, requests and needs, as well as abilities and limitations during everyday, domestic or other activities
- Ensure continuity in the basic care provided. Information to share with the next shift; safety of clients and the environment; specifics regarding equipment or materials
- Comply with laws, rules and protocol. *For the competency as a whole:*
Attitudes and behaviours, ethics, confidentiality, teamwork, hygiene, asepsis, occupational health and safety, protocols, laws applicable to clients in different living environments, professional limits
- Recognize the characteristics of the living environment approach. Overall vision of a care organization focused on the quality of life and well-being of its residents. Quality of life taken into consideration in their intervention, adapted care, flexibility of staff, integral respect of the client, involvement of loved ones and volunteers for an optimal quality of life for clients.
- Adapt to various situations. When planning and performing tasks

Competency 15 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Provide basic care and services to clients with mental health problems, cognitive deficits or intellectual disabilities.

Achievement Context

- In different living environments or care units
- Based on the care plan and instructions
- In collaboration with other care providers

Elements of the Competency**Performance Criteria**

1. Plan the work.

- Consideration of how the work is organized
- Consideration of the client's daily schedule
- Consideration of the objectives of the care plan and instructions received for each client assigned
- Consideration of the client's physical and emotional condition
- Appropriate establishment of priorities on the work sheet
- Consideration of specific safety measures for various situations

2. Establish contact with the client and his or her loved ones.

- Reassuring introduction
- Demonstration of interest in the client
- Use of techniques relevant to building a helping relationship
- Relevance of information gathered during discussions with the client and his or her loved ones

3. Observe the client's condition.

- Accurate identification of manifestations associated with the client's emotional state
- Consideration of manifestations associated with illness or disability
- Correct perception of the client's behaviours and reactions during activities

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| 4. Provide basic care. | <ul style="list-style-type: none">• Respect for and reinforcement of the client's autonomy• Appropriate stimulation of the client's potential• Respect for the client's pace• Value placed on the client• Respect for the client's privacy, preferences and lifestyle habits• Adapted performance of basic care procedures• Demonstration of open-mindedness and understanding• Appropriate use of means of preventing or reducing disruptive behaviours• Appropriate use of means of facilitating space-time orientation |
| 5. Participate in monitoring clients and premises. | <ul style="list-style-type: none">• Vigilance regarding risk of running away, violence, suicide and substance abuse• Prompt reporting of any important change to the appropriate persons• Identification of all elements that may pose a threat to health and safety• Accurate identification of situations requiring individual or team intervention |
| 6. Keep clients busy. | <ul style="list-style-type: none">• Proposal of relevant stimulation activities• Demonstration of interest in the client's leisure and therapeutic activities |
| 7. Perform tasks related to maintaining and tidying up materials, equipment and the work area. | <ul style="list-style-type: none">• Correct performance of tasks• Meticulous, proper maintenance and tidying up• Accurate identification of any defects |
| 8. Transmit their observations and suggestions to the team. | <ul style="list-style-type: none">• Relevant, accurate observations• Active contribution to team meetings by means of information shared• Concern for ensuring the transmission of information concerning the continuity of care |

For the competency as a whole:

- Consideration of the client as a whole
- Close collaboration with the team
- Observance of safety rules
- Observance of rules of professional decorum and ethics
- Observance of the limits of the occupation
- Observance of hygiene and asepsis rules
- Compliance with the facility's protocols
- Compliance with laws applicable to clients
- Observance of the therapeutic approach recommended by the environment
- Appropriate choice of solutions adapted to situations
- Demonstration of autonomy when performing tasks
- Objective and constructive self-criticism

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Plan the work.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Distinguish different ways of organizing the physical space in a mental health setting. | <p>Open or closed unit, free or restricted access, isolation room, living environment</p> |
| <ul style="list-style-type: none"> • Distinguish ways of organizing work specific to a mental health setting. | <p>Composition of team, responsibilities of each member</p> |
| <ul style="list-style-type: none"> • Recognize the information that needs to be considered when providing basic care. | <p>Information specific to mental health: safety measures, the client's condition, degree of assistance required, specifics to take into account</p> |
| <ul style="list-style-type: none"> • Become familiar with the various equipment specific to a mental health setting. | <p>Types of restraints, monitoring systems, isolation room</p> |
| <ul style="list-style-type: none"> • Review the importance of taking into account the schedule for the day's activities. | <p>Authorizations for outings, leisure activities adapted to the client's condition, occupational therapy, workshops, therapeutic activities, team meetings</p> |
| <ul style="list-style-type: none"> • Consider the specific nature of mental health care when completing the work sheet. | <p>Based on available documents and information received on the client's condition, the basic care to provide and the monitoring required. Establishment of priorities.</p> |

2. Establish contact with the client and his or her loved ones.

- Adapt ways of forming relationships with clients to the particular condition of a mental health setting. Application of knowledge regarding the previously seen competencies pertaining to helping relationships and mental health approaches

3. Observe the client's condition.

- Recognize the manifestations of the emotional states and behaviours of the client. Application of knowledge regarding the previously seen competency pertaining to mental health approaches
- Review the relevant information to report verbally or in writing. Various ways of reporting depending on the environment

4. Provide basic care.

- Adapt ways of providing basic care to clients in a mental health setting. Application of previously seen concepts: manifestations of illness or disability, stimulation of potential, value placed on the client and his/her activities, care procedures and materials used, involvement of loved ones
- Use means of preventing or reducing disruptive behaviours. Respect of rituals and routines, diversion, compassionate touch, reminiscence
- Use means of promoting space-time orientation. Calendar, pictograms, verbal orientation, reference to important holidays

5. Participate in monitoring clients and premises.

- Observe the physical environment specific to a mental health setting. Locked areas, secure linen room, monitoring system, regular rounds, control of cigarettes, verification of authorizations for outings, verification of personal belongings during admitting, quality of the environment in which clients live: ventilation, temperature
- Apply previously acquired knowledge concerning the observation of clients, covered in the competency on mental health approaches. Change in behaviour, psychomotor agitation, tension between clients, raised voice, climate of nervousness, risk of running away, suicidal comments, substance abuse

6. Keep clients busy.

- Adapt ways of taking care of clients. Application of previously seen concepts
- Observe the client during his or her activities. Workshops, leisure and therapeutic activities
- Use concrete means of stimulating the client. Application of previously seen concepts

7. Perform tasks related to maintaining and tidying up materials, equipment and the work area.

- Prepare the room for the client.

Requirements specific to a mental health setting:
concern for safety, preparation of materials

- Verify the condition of restraints.

Cleanliness, availability, safety

8. Transmit their observations and suggestions to the team.

- Recognize the information that must be reported in a mental health setting.

Application of knowledge regarding the previously seen competencies pertaining to team interaction and mental health approaches. Vigilance in sharing observations with the team. Continuity of care and suggestions to make to the team.

Competency 16 Duration 75 hours Credits 5

Behavioural Competency

Statement of the Competency

Provide basic care and services to clients requiring short-term care.

Achievement Context

- In various care units
- Based on the care plan and instructions
- In collaboration with other care providers

Elements of the Competency**Performance Criteria**

1. Plan the work.

- Consideration of how the work is organized in the care unit
- Consideration of the objectives of the care plan and instructions received for each client assigned
- Consideration of the schedule for treatments and diagnostic tests
- Consideration of the client's physical and emotional condition
- Appropriate establishment of priorities on the work sheet

2. Establish contact with the client and his or her loved ones.

- Reassuring introduction
- Demonstration of interest in the client's life story
- Use of techniques relevant to building a helping relationship
- Relevant information gathered during conversations

3. Observe the client's condition.

- Recognition of manifestations of pain
- Recognition of the client's physical and emotional condition
- Recognition of the main manifestations associated with illness

- | | |
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| 4. Provide basic care. | <ul style="list-style-type: none">• Respect for the level of assistance required by the client• Respect for the client's privacy• Consideration of the equipment care materials required for the client's condition• Adapted performance of basic care procedures• Exact measurement of intake and output• Attentive, respectful listening• Value placed on the client• Demonstration of concern and compassion• Appropriate use of means of promoting comfort• Effective time management |
| 5. Participate in monitoring clients and premises. | <ul style="list-style-type: none">• Demonstration of attentiveness and vigilance• Identification of all elements that may pose a threat to health and safety• Prompt meeting of the client's needs• Prompt reporting of any important change to the appropriate persons• Accurate identification of situations requiring individual or team intervention |
| 6. Perform tasks related to maintaining and tidying up materials, equipment and the work area. | <ul style="list-style-type: none">• Correct performance of tasks• Meticulous, proper maintenance and tidying up• Accurate identification of any defects |
| 7. Transmit their observations and suggestions to the team. | <ul style="list-style-type: none">• Relevant, accurate observations• Active contribution to team meetings by means of information shared• Concern for ensuring the transmission of information concerning the continuity of care |

For the competency as a whole:

- Consideration of the client as a whole
- Close collaboration with the team
- Acceptable working speed
- Observance of rules of professional decorum and ethics
- Observance of the limits of the occupation
- Observance of rules of hygiene, asepsis and occupational health and safety
- Compliance with the facility's protocols
- Compliance with laws applicable to clients
- Establishment of a helping relationship with the client
- Appropriate choice of solutions adapted to situations
- Demonstration of autonomy when performing tasks
- Objective and constructive self-criticism

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Plan the work.

- | | |
|---|--|
| • Distinguish the different ways of organizing the physical space in care units. | Location and placement of materials and equipment |
| • Distinguish ways of organizing work specific to care units. | Composition of team, responsibilities of each member |
| • Recognize the information that needs to be considered when providing short-term basic care. | Information specific to care units: monitoring, precautions to take according to the client's condition, specifics to take into account, medical apparatus required for the client's condition |
| • Become familiar with medical materials. | Traction devices, various pumps, various tubes, catheters, nasogastric tubes, suction and oxygenation apparatus |
| • Consider the schedule for treatments and diagnostic tests. | Treatments, surgery, medical tests, appointments in various departments |
| • Consider the specific nature of short-term care when completing the work sheet. | Based on available documents and information received on the client's condition and the basic care to provide. Establishment of priorities. |

2. Establish contact with the client and his or her loved ones.

- Adapt ways of establishing contact to the care unit in question. Application of knowledge regarding the previously seen competency pertaining to helping relationships

3. Observe the client's condition.

- Recognize the manifestations of pain. Objective and subjective manifestations
- Recognize the main manifestations associated with the illness. Edema, colour of teguments, dyspnea, diaphoresis
- Recognize the reactions and behaviours of the client. Physical and emotional condition, level of cooperation, signs of receptiveness, mood, facial expressions, needs expressed by client
- Observe signs of discomfort. Client's verbal and nonverbal communication, body language, proper alignment and positioning at all times
- Note relevant information following conversations with the client and his or her loved ones. Work sheet, information to be transmitted to the team or the person concerned

4. Provide basic care.

- Adapt ways of providing basic care to the clinical reality. Application of knowledge regarding the previously seen competencies pertaining to basic care procedures and procedures in care units. Choice of basic care in accordance with the client's condition, illness or disabilities. Preparation, performance, storage.
- Measure intake and output. Frequency of recording, input/output record, measuring instruments, materials to use
- Use means of promoting elimination. Toilet, urinal, condom catheter, bedpan, privacy, regular schedule
- Use means of promoting hydration. Frequent reminders, varied liquids if permitted, water jug close by if permitted
- Encourage loved ones to become involved in providing basic care following an intensive care episode. According to the client's condition, the ability and limits of caregivers, their availability and their interest in participating
- Use means of promoting comfort. Comfort while eating, sleeping or during hygiene care or other basic care. Rubbing, change in position, reduction in ambient noise

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<ul style="list-style-type: none"> • Manage their time effectively. 	Effective planning of basic care, limitation of needless steps, organization of relevant basic care, work speed that demonstrates concern for the quality of care and respect for the client, assessment of how they manage the care to provide
<ul style="list-style-type: none"> • Demonstrate the ability to adapt. 	Assessment of how they prioritized the tasks to perform, changes made to work sheet based on the unexpected or on the team's requests
5. Participate in monitoring clients and premises.	
<ul style="list-style-type: none"> • Observe the physical environment specific to a care unit. 	Quality of the clients' physical environment, safety of equipment used, regular rounds, identification of defective materials, emergency exits, emergency measures, grab bars, extinguishers
<ul style="list-style-type: none"> • Apply previously acquired knowledge concerning the observation. 	Change in client's behaviours or health condition, psychomotor agitation, abnormal clinical manifestations, climate of nervousness, risk of running away, suicidal comments, substance abuse
6. Perform tasks related to maintaining and tidying up materials, equipment and the work area.	
<ul style="list-style-type: none"> • Prepare the room for the client. 	Concern for safety, preparation of the required materials and medical equipment, familiarization with the physical environment and storage space for personal belongings
<ul style="list-style-type: none"> • Maintain materials and equipment. 	Suction materials, oxygenation materials, razors, cutting instruments, procedure tray, proper and safe use of disinfecting and cleaning products
<ul style="list-style-type: none"> • Put away materials and equipment. 	In the proper place, in a safe manner; identification of any defects; care materials and medical equipment
7. Transmit their observations and suggestions to the team.	
<ul style="list-style-type: none"> • Recognize the information that must be reported in a care unit. 	Application of knowledge regarding the previously seen competencies pertaining to team interaction and physical illness and disabilities. Vigilance in sharing observations with the team (short-term care). Continuity of care and suggestions to make to the team.

