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## HEALTH AND SOCIAL SERVICES

### ASSISTANCE TO PATIENTS OR RESIDENTS IN HEALTH-CARE ESTABLISHMENTS

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*PROGRAM OF STUDY*  
*5581*

020801  
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*VOCATIONAL and  
TECHNICAL  
EDUCATION*

Québec 

# **ASSISTANCE TO PATIENTS OR RESIDENTS IN HEALTH-CARE ESTABLISHMENTS**

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***PROGRAM OF STUDY***  
***5581***



# **HEALTH AND SOCIAL SERVICES**

## **ASSISTANCE TO PATIENTS OR RESIDENTS IN HEALTH-CARE ESTABLISHMENTS**

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### ***PROGRAM OF STUDY*** ***5581***

*The Assistance to Patients in Health-Care Establishments* program leads to the Secondary School Vocational Diploma (SSVD) and prepares the student to practise the occupation of

**NURSING ATTENDANT**

---

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## INTRODUCTION

The *Assistance to Patients in Health-Care Establishments* program is based on the orientations for secondary school vocational education adopted by the government in 1986. It was designed on the basis of a new framework for developing vocational education programs that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules, which are organized into teaching blocks. Various factors were kept in mind in developing the program: training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for a **secondary school vocational diploma (SSVD)**, for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

As the *Assistance to Patients in Health-Care Establishments* program leads to a secondary school vocational diploma, candidates must fulfil one of the following requirements:

- they hold a secondary school diploma;
- they are 16 years of age or older and have obtained the Secondary III credits in language of instruction, second language and mathematics, or have the equivalencies recognized by law;
- they are 18 years of age or older and have the prerequisites required by law.

However, because of the requirements of the job market, preference will be given to candidates who are 18 years of age and hold a secondary school diploma. The number of places in the program is limited.

The duration of the program is 630 hours, which includes 345 hours spent on the specific competencies required to practise the trade or occupation and 285 hours on general competencies. The program of study is divided into 14 modules which vary in length from 15 to 105 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work. The modules are divided into two blocks, the first of 450 hours and the second of 180 hours.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

In keeping with this broad approach, three accompanying documents will be provided: a teaching guide, an evaluation guide, and a planning guide.



## GLOSSARY

### **Program Training Goals**

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

### **Competency**

A set of socio-affective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to correctly perform a role, function, activity or task.

### **General Objectives**

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

### **Operational Objectives**

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

### **Module of a Program**

A component part of a program of study comprising a first-level operational objective and the related second-level operational objectives.

### **Credit**

A unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to graduate from a program.



# PART I



## 1. SYNOPTIC TABLE

Number of modules: 14  
 Duration in hours: 630  
 Credits: 42

Assistance to Patients in  
 Health-Care Establishments  
 SESAME: 5581

SESAME	TITLE OF THE MODULE	HOURS	CREDITS*
750402	1. The Occupation and the Training Process	30	2
750412	2. Hygiene and Asepsis	30	2
750423	3. Human Development	45	3
750433	4. Communication and Teamwork	45	3
750442	5. Common Diseases	30	2
750453	6. Moving People Safely	45	3
750461	7. Professional Ethics	15	1
750475	8. Carrying Out Daily Tasks	75	5
750482	9. Occupational Health and Safety	30	2
750507	10. Providing Care in an Extended-Care Facility	105	7
750492	11. First Aid	30	2
750511	12. Planning a Job Search	15	1
750524	13. Providing Care in a Psychiatric Setting	60	4
750535	14. Providing Care in a General and Specialized Hospital	75	5

\* 15 hours = 1 credit

... Modules are divided into two blocks of 450 hours and 180 hours.

This program leads to a secondary school vocational diploma in Assistance to Patients in Health-Care Establishments. The number of places in the program is limited.

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 Ministère de l'Éducation  
 1035, de la Chevrouère, 11e  
 Québec, G1R 5A5



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## 2. PROGRAM TRAINING GOALS

The training goals of the *Assistance to Patients in Health-Care Establishments* program are based on the general goals of vocational education and take into account the specific nature of the trade or occupation. These goals are:

**To develop effectiveness in the exercise of the occupation of nursing attendant.**

- To teach students to perform the tasks and activities of a nursing attendant correctly and at an acceptable level of competence for entry into the job market.
- To prepare students to perform satisfactorily on the job by fostering:
  - a constant concern for the needs of the patients, and the alert attitude that results from it
  - the ability to understand and follow instructions, protocols, and established procedures
  - the ability to communicate effectively and to establish meaningful relationships with the patients and their families
  - the ability to communicate effectively with superiors and other members of the health-care team
  - the ability to work in unforeseen and constraining circumstances
  - a sense of responsibility
  - a constant concern for the principles of hygiene, asepsis, and body mechanics, and the rules of occupational health and safety
  - the ability to competently apply the specific techniques of the occupation

**To ensure integration into the working world.**

- To familiarize students with the job market in the health and social services sector.
- To familiarize students with the rights of patients in health-care establishments, and the rights and responsibilities of nursing attendants.
- To familiarize students with the role of nursing attendants in the health-care team and the limits on their activities.
- To foster the students' gradual integration into the job market.

**To foster the development of occupational knowledge.**

- To foster a knowledge of the basic needs of patients in health-care establishments, and a rudimentary understanding of the underlying principles of caring for them.
- To help students develop good work methods and discipline.
- To foster the development of initiative, a sense of responsibility, and the desire to do good work.
- To help students develop the habit of self-evaluation.
- To foster an interest in information related to the field and a desire to keep informed about new developments.

**To ensure job mobility.**

- To help students develop a positive attitude toward technological change and new situations.
- To encourage further learning and research.
- To help students prepare for a creative job search.



### 3. COMPETENCIES

The competencies to be developed in the *Assistance to Patients in Health-Care Establishments* program are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must understand to practise the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid of learning focuses shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (Δ) indicates a correlation between a specific competency and a step in the work process. The symbol (○) indicates a correlation between a general and a specific competency.

The symbols (▲) and (●) indicate that these relationships have been taken into account in the formulation of objectives intended to develop specific competencies related to the trade or occupation.

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 of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

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S: Situational objective

B: Behavioural objective

Δ Correlation between a step and a specific competency

▲ Correlation to be taught and evaluated

○ Correlation between a general and a specific competency

● Correlation to be taught and evaluated

## 4. GENERAL OBJECTIVES

The general objectives of the *Assistance to Patients in Health-Care Establishments* program are presented below, along with the major statement of each corresponding first-level operational objective.

**To develop in the students the competencies required to integrate harmoniously into the school and work environments.**

- Determine their suitability for the occupation and the training process.
- Communicate in the workplace and work in a team.
- Apply the rules of professional ethics.
- Plan a job search.

**To develop in the students the competencies needed to apply preventive measures in the workplace.**

- Apply principles of hygiene and asepsis.
- Apply principles and techniques of moving people safely.
- Take precautions related to occupational health and safety.
- Provide first aid.

**To develop in the students the competencies needed to understand the underlying principles of caring for patients in health-care establishments.**

- Apply a knowledge of human development.
- Apply a knowledge of common diseases.

**To develop in the students the competencies needed to perform the tasks of the occupation.**

- Apply principles and techniques related to carrying out daily tasks.

**To develop in the students the competencies needed to perform the tasks of the occupation under real working conditions and in various types of health-care establishments.**

- Provide care in an extended-care facility.
- Participate in providing care in a psychiatric setting.
- Provide care in a general and specialized hospital.



## 5. FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

### 5.1 DEFINITION

A first-level objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

**First-level operational objectives** are the main, compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives: behavioural and situational.

- A **behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- A **situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

**Second-level operational objectives** are intermediate teaching/learning targets deemed prerequisite for attaining first-level objectives. They are grouped according to the specifications (see 5.2 A) or the phases (see 5.2 B) of the first-level objective.

The division of operational objectives into first- and second-level objectives is based on a clear distinction between the levels of learning:

- learning involving prerequisite knowledge
- learning involving competencies

Second-level operational objectives indicate prerequisite knowledge. They prepare the students to learn what is necessary to attain the first-level operational objectives, which collectively lead to the development of a competency. The objectives should always be adapted to meet the particular needs of the individual students or groups of students.

First-level operational objectives cover the learning that the students need to develop a competency:

- The specifications or the phases of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.



- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared:

- specific learning activities for second-level objectives
- specific learning activities for the specifications or phases of first-level objectives
- general learning activities for first-level objectives

## 5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

### A. How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective:

1. The **expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
2. The **conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
3. The **general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally:

4. The **specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
5. The **specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

## B. How to Read a Situational Objective

Situational objectives consist of six components:

1. The **expected outcome** states a competency as an aim to be pursued throughout the course.
2. The **specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
3. The **learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning:
  - information
  - performance, practice or involvement
  - synthesis, integration and self-evaluation
4. The **instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
5. The **participation criteria** describe the requirements the students must fulfil, which are usually related to each phase of the learning context. 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 context.
6. The **field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.



## PART II



## **MODULE 1: THE OCCUPATION AND THE TRAINING PROCESS**

**SESAME: 750402**

**Duration: 30 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will  
**determine their suitability for the occupation and the training process.**

#### **SPECIFICATIONS**

At the end of this module, the students will:

- Be familiar with the nature of the occupation.
- Understand the training process.
- Evaluate their career choice.

#### **LEARNING CONTEXT**

##### **PHASE 1: Information on the Occupation**

- Learning about the organization of health and social services (e.g. the history, development, and composition of the network) through organized meetings or consultation of documents; noting their observations.
- Learning about the job market in health services—work environments (e.g. types of establishments, clinical settings, types of patients), job prospects, remuneration, criteria for selecting candidates as nursing attendants, hiring conditions in health-care establishments, opportunities for promotion or transfer—through field trips, consultation of documents, or meetings; taking notes.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 1 (Cont'd):**

- Learning about the requirements of the occupation in terms of physical and mental health, skills, aptitudes, and knowledge, and the nature, conditions and organization of the work (e.g. tasks, schedules, work teams, work atmosphere) through meetings with someone in the field or by consulting documents; taking notes.
- Presenting, during a class discussion, the information gathered through the meetings, field trips, and research, and discussing their views on the occupation: advantages, disadvantages and requirements.

#### **PHASE 2: Information on the Training Process**

- Learning about the training project (i.e. program of study, training process, evaluation methods, certification of studies) by consulting documents.
- Discussing the training program and how it relates to the work of a nursing attendant.

#### **PHASE 3: Evaluation of Their Career Choice**

- Evaluating individually their preferences, aptitudes, and interests with respect to the occupation, and comparing these to the requirements of the occupation.
- Producing a written report describing aspects of their personality that are compatible and incompatible with the exercise of the occupation, and their reasons for choosing this training program; keeping this report for further use.
- Discussing their report with the teacher and assessing their career choice.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Make available to the students the materials needed for carrying out the activities.
- Choose establishments that are representative of the main work environments of nursing attendants for the field trips.
- Check in advance the availability of the resource persons invited to speak to the class.
- Offer the students an accurate and objective view of the occupation.
- Encourage the students to engage in discussions and to express themselves.
- Emphasize the importance for students to evaluate their career choice honestly and objectively.
- Provide informed and objective support to students in their evaluation of their career choice.

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Gather information on most of the topics to be dealt with.
- Show interest and note their observations.
- Give their impressions of the occupation.

#### **PHASE 2:**

- Examine carefully the reference material provided.
- Give their impressions of the training and how it relates to the requirements of the occupation.

#### **PHASE 3:**

- Carry out the required analysis.
- Write a report describing their strengths and weaknesses in relation to the requirements of the occupation.
- Discuss their career choice.



## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking the activities in each of the phases:**

1. State the main rules governing group discussions.
2. Apply techniques of intellectual work such as taking notes, making a summary, and doing a written assignment.

## MODULE 2: HYGIENE AND ASEPSIS

SESAME: 750412

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **apply principles of hygiene and asepsis** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- During hypothetical situations and case studies when appropriate.

#### GENERAL PERFORMANCE CRITERIA

- Use of appropriate terminology
- Accuracy of descriptions
- Validity of associations

#### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Recognize the principles and practices that improve and maintain physical and mental health.

#### SPECIFIC PERFORMANCE CRITERIA

- Recognition of measures used by organizations responsible for public health
- Association of healthy living habits with the health of the various systems of the organism
- Description of the appropriate measures of bodily hygiene

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- B. Establish a link between the means of access of micro-organisms, their methods of transmission, and measures to prevent their propagation.
  
- C. Relate infection to risk factors and specific signs.
  
- D. Describe ways of preventing contamination related to the care of patients and associated tasks.

### SPECIFIC PERFORMANCE CRITERIA

- Association of the main micro-organisms with their methods of transmission
- Recognition of the factors that promote the growth of micro-organisms
- Association of preventive measures with the most common communicable diseases
  
- Description of the factors that predispose to infection
- Recognition of general and local signs of infection
  
- Description of general and specific precautions intended to prevent contamination when providing care and using materials

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning the concepts or skills associated with the specifications:**

1. Define the terms *hygiene, salubrity, asepsis, prophylaxis*.
2. Describe briefly the evolution of hygiene measures since the beginning of the twentieth century.
3. Define the roles of the various levels of government that legislate in the area of public health.
4. State the provisions of the *Public Health Protection Act* that nursing attendants in health-care establishments should know.

**Before learning how to recognize the principles and practices that improve and maintain physical and mental health (A):**

5. Define *physical health* and *mental health*.

**Before learning how to establish a link between the means of access of micro-organisms, their methods of transmission, and measures to prevent their propagation (B):**

6. Define the following terms: *micro-organism, microbe, bacteria, virus, fungus, parasite, saprophyte, pathogen*.
7. Associate the presence of micro-organisms with certain parts of the body.
8. Indicate the most common communicable diseases caused by bacteria, viruses, and fungi.
9. Differentiate among the various types of isolation.

**Before learning how to relate infection to risk factors and specific signs (C):**

10. Describe briefly the make-up of the immune system and its role in the body.
11. Define the following terms: *host, carrier of germs, vector, immunity, vaccination*.
12. Define the *acquired immune deficiency syndrome (AIDS)*.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to describe ways of preventing contamination related to the care of patients and associated tasks (D):**

13. Differentiate among the following measures: disinfection, sterilization, antisepsis, prophylaxis.

## **MODULE 3: HUMAN DEVELOPMENT**

**SESAME: 750423**

**Duration: 45 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will  
**apply a knowledge of human development.**

#### **SPECIFICATIONS**

At the end of this module, the students will:

- Be familiar with the stages of child development.
- Be familiar with the characteristics of adolescents and young adults.
- Understand the course of adult life.
- Understand the normal aging process.

#### **LEARNING CONTEXT**

##### **PHASE 1: Familiarization with the Stages of Child Development**

- Viewing a videotape showing the stages of child development.
- Discussing, in groups of three, the important aspects of child development as shown in the video, and trying to relate their observations to their personal experience in caring for children (e.g. babysitting, working in a daycare).
- Discussing in class the observations on the video and the outcome of the discussion in small groups, and expressing themselves on the following topics: stages of normal child development, deviations that fall within the normal range, and factors that may account for these differences.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2: Familiarization with Adolescence**

- Thinking about their own adolescence—the greatest pleasures and difficulties; relationships with adults, with peers, and especially with themselves (e.g. self-image, desires, sexuality); the means used to achieve harmony in adult life—and noting the salient facts.
- Referring to the points they have noted, participating in a class discussion of the following topics: distancing, differentiation, and the search for identity in adolescents.
- Working in small groups, participating in the creation of a role-play representing adolescent relationships with peers and adults, and the harmonious resolution of conflicts; handing in a written scenario to the teacher; and presenting the role-play to the group.

#### **PHASE 3: Familiarization with Various Aspects of Adult Life**

- Discussing, in small groups, the characteristics of adults (e.g. individual, familial, and social aspects) and taking notes.
- Participating in a class discussion, using their notes and trying to broaden the discussion to include factors and events that may influence the course of adult life.

#### **PHASE 4: Familiarization with the Normal Aging Process**

- Preparing, under the teacher's supervision, for an interview to be carried out by the teacher with one or more elderly persons in order to learn about their perception of aging: physical, physiological, intellectual, psychological, familial and social changes; the maintenance of autonomy; the effect of prejudices and stereotypes on the elderly person's behaviour.
- Participating in the interview carried out by the teacher, using the questions that have been prepared and noting, where appropriate, any further questions that arise from the answers given by the interviewee(s); asking further questions at an appropriate time and in accordance with the rules of procedure for the activity.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 4 (Cont'd):**

- Writing a summary of how the interview has affected their own views on aging, and submitting it to the teacher.
- Attending a talk by a resource-person on preparation for death according to the theories of Elizabeth Kübler-Ross.

#### **PHASE 5: Evaluation of Their Own Personal Development**

- Preparing a personal profile (i.e. their perception of themselves, their strengths and weaknesses in relation to the occupation of nursing attendant, ways of using their strengths for the benefit of the patients and the health-care team, ways of correcting their faults and weaknesses), using a grid of skills, aptitudes and attitudes prepared by the teacher as well as the report they handed in at the end of Module 1; submitting this profile to the teacher.
- Discussing their personal profile with the teacher, having the proposed means of improvement approved, and receiving the teacher's recommendations.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Make sure the students have the materials they need to carry out the activities.
- Ensure the availability, at the appropriate time, of one or two elderly persons and a resource person specialized in dealing with death.
- Group the students according to the activity and in such a way as to promote discussion.
- Set a time limit for each activity and respect it.
- Provide appropriate support and supervision for individual work and work in small groups.
- Direct the activities that involve the whole class, clearly defining the rules of procedure.
- Encourage all the students to express themselves and limit their participation when appropriate.
- See that the discussions remain learning activities and do not ever turn into "group therapy."



## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- See that the students show respect for each other in all the activities.
- See that the small groups are mixed according to age and gender.
- Adopt an attitude that encourages openness in the students, and try to lighten the atmosphere when necessary.
- Prepare a checklist for the use of the students in their self-assessment.

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Attend the showing of the video.
- Take part in the small-group discussion, making pertinent observations on the content of the video and providing an example from their personal experience.
- Participate actively in the class discussion, expressing their reactions with respect to normal child development and possible deviations from it.

#### **PHASE 2:**

- Note one main point for each topic discussed.
- Participate actively in the class discussion.
- Take part in the role-play.

#### **PHASE 3:**

- Participate in the small-group discussion and take notes.
- Provide examples of factors or events that may influence the course of adult life.

#### **PHASE 4:**

- Submit questions on the topics to be discussed.
- Show interest in and respect for the elderly person interviewed.
- Describe in writing their personal perceptions of elderly people.
- Attend the talk, make an effort to grasp its importance, and show a respectful attitude.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 5:**

- Provide an honest evaluation of their own development as individuals.
- Try to determine their strengths and weaknesses, using the grid provided.
- Try to give concrete examples of ways of using their strengths in the workplace.
- Propose practical ways of correcting their faults and weaknesses.
- Discuss their evaluation with the teacher.



## **MODULE 4: COMMUNICATION AND TEAMWORK**

**SESAME: 750433**

**Duration: 45 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **communicate in the workplace and work in a team.**

#### **SPECIFICATIONS**

At the end of this module, the students will:

- Be familiar with the principles and techniques of various forms of communication.
- Be familiar with the ways of approaching various types of patients.
- Be familiar with the principles and techniques of group process.
- Evaluate their ability to communicate and to work in a team.

#### **LEARNING CONTEXT**

##### **PHASE 1: Familiarization with Various Aspects of Verbal and Non-Verbal Communication**

- Presenting themselves individually and giving the reasons they decided to undertake training as nursing attendants, for recording on video.
- Attending the showing of the video, noting their perceptions of themselves and their fellow-students (e.g. position of the body, head, arms, and hands; bearing; tone of voice; language; gaze; expression), giving themselves a mark out of ten, and keeping a written report of their observations.
- Participating in a class discussion of their reactions and the observations they noted, and especially their impressions of themselves.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2: Familiarization with the Basic Principles and Techniques of Communication**

- Attending a lecture on the principles, methods, and techniques of communication.
- Working in groups of three, participating in a role-play in which they express their perceptions of people who are ill, and each acts in turn as sender, receiver, and observer-reporter; making observations in terms of the conformity of the message sent with the message reported; indicating the difficulties encountered with each of the roles and the role that was the easiest to play.
- Participating in a class discussion of the role-play.
- Using the report of the preceding phase, comparing their performance, changing their mark if appropriate, and keeping their notes for further use.

#### **PHASE 3: Familiarization with the Ways of Approaching the Various Types of Patients in Health-Care Establishments**

- Participating in a discussion of the following topics: active listening; appropriate response within time limit; respectful communication (e.g. language level, familiarity); basic needs of human beings; realism in responding to the demands of those in need of help; importance of maintaining and increasing the autonomy of patients; communication with the patients' families.
- Becoming familiar (through videos, a meeting with a resource-person or documents) with ways of approaching people in specific situations such as complete or partial loss of autonomy, isolation, depression, anxiety, suffering, violence, crisis, imminent death.
- Working in groups of three and using the information gathered, making lists of techniques of verbal and non-verbal communication to be used and to be avoided in the situations described above.
- Participating in a class discussion based on the lists made, making an effort to extend the discussion to ways of approaching patients in order to maintain and increase the patients' autonomy.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 4: Application of the Principles and Techniques of Communication in the Workplace**

- Working in groups of three, preparing a realistic role-play on a helping relationship involving the tasks of the occupation and illustrating various aspects of communication in the workplace.
- Participating in the presentation of the role-play and watching those of the other students, noting positive and negative aspects of the verbal and non-verbal communication observed.
- Participating in a class discussion of the observations noted and, when appropriate, making suggestions for improving communication in each group.
- Working in groups of three, presenting a role-play that illustrates an aspect of communication by depicting an unforeseen situation which threatens to disrupt the performance of tasks.
- Analyzing their performance throughout this phase, comparing it with their previous performance, changing their mark if appropriate, and keeping their notes for further use.

#### **PHASE 5: Application of the Principles and Techniques of Teamwork**

- Participating, in small groups, in a discussion of the advantages and disadvantages of teamwork, the role of participants and the factors influencing the dynamics of teamwork.
- Participating in a class discussion of the results of the small-group discussions and broadening the aspects to include the following: styles of leadership, the importance of harmonious work relationships, and the composition of a nursing-care team.
- Participating in a simulated team meeting in the workplace in order to become familiar with the rules of group process.
- Working in small groups, creating and presenting a simulated situation involving disruptive elements in a work team in a health-care establishment.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 5 (Cont'd):**

- Participating in a class discussion and indicating their strengths and weaknesses with respect to teamwork.

#### **PHASE 6: Evaluation of Their Ability to Communicate and to Work in a Team**

- Summarizing their strengths and weaknesses with respect to communication and teamwork, using the self-evaluation reports written throughout the previous phases and referring to the following: the quality of their listening, their language, their general approach, their ability to adapt to various situations, their role and the quality of their participation in the work team, difficulties encountered and means of improvement identified.
- Presenting the summary to the teacher for discussion and joint evaluation.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Prepare the students sufficiently so that they present themselves in the best way possible for the shooting of the video.
- Provide support to the small work groups.
- Set a time limit for each activity and respect it.
- Use the appropriate facilitation techniques to promote discussion.
- Encourage individual expression.
- See that the students show respect for each other during discussions.
- Promote the use of communication techniques in the group.
- Make sure that the examples used and the hypothetical situations created are representative of the workplace.
- Prepare a grid for the students to use in their self-evaluation.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Take part in the shooting of the video.
- Write a report of their observations and give themselves a mark.
- Make an effort to analyze their performance objectively.
- Participate actively in class discussion.

#### **PHASE 2:**

- Show interest in communication.
- Take part in the role-play.
- Participate actively in class discussion.
- Assume a serious attitude in the self-evaluation.

#### **PHASE 3:**

- Participate actively in the activities.
- Show interest in the various topics discussed.
- Make an effort to link each situation with the appropriate way of approaching the patient.

#### **PHASE 4:**

- Play an active role in the activities.
- Make an effort to adopt the appropriate behaviour in the simulated situations.
- Share their observations and suggest ways of improving communication.
- Agree to follow up on their self-evaluation.

#### **PHASE 5:**

- Participate actively in the activities.
- Make an effort to understand their role as individuals within a team.
- Make an effort to understand the nursing attendant's role within the health-care team.
- Take part in creating and carrying out role-plays.
- Assume a serious attitude in the self-evaluation.



**FIRST-LEVEL OPERATIONAL OBJECTIVE  
SITUATIONAL OBJECTIVE**

**PARTICIPATION CRITERIA**

**PHASE 6:**

- Examine thoroughly and objectively their ability to communicate and to work in a team.
- Produce a realistic report that is consistent with the preceding evaluations.
- Discuss their self-evaluation report with the teacher.

## MODULE 5: COMMON DISEASES

SESAME: 750442

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must  
apply a knowledge of common diseases  
in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Using case studies and hypothetical situations
- Dealing only with the most common diseases

#### GENERAL PERFORMANCE CRITERIA

- Use of appropriate terminology
- Accuracy of descriptions and identifications

#### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Relate observations and precautions to  
diseases of the locomotor system.

#### SPECIFIC PERFORMANCE CRITERIA

- Indication of the observations to  
make in the case of the following  
types of diseases:
  - inflammatory conditions
  - traumas
  - tumours
- Description of the precautions to  
take when caring for patients  
with each type of disease

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

B. Relate observations and precautions to diseases of the nervous system.

- Indication of the observations to make in the case of diseases of the nervous system
- Description of the precautions to take when caring for patients with the various diseases

C. Relate observations and precautions to diseases of the cardiac and respiratory systems.

- Indication of the observations to make in the case of diseases of the cardiac and respiratory systems
- Description of the precautions to take when caring for patients with the various diseases

D. Relate observations and precautions to diseases of the digestive system.

- Indication of the observations to make in the case of diseases of the digestive system
- Description of the precautions to take when caring for patients with the various diseases

E. Relate observations and precautions to diseases of the genital and urinary systems.

- Indication of the observations to make in the case of diseases of the genital and urinary systems
- Description of the precautions to take when caring for patients with the various diseases

F. Relate observations and precautions to diseases of the skin and the sense organs.

- Indication of the observations to make in the case of diseases of the skin and the sense organs
- Description of the precautions to take when caring for patients with the various diseases

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning the concepts or skills associated with the specifications:**

1. Define the concepts *global health* and *disease*.
2. State the main functions of each system of the organism.
3. Recognize the various areas of the body.
4. Recognize the main types of movement.
5. Define the following terms: *sensitivity, pain, redness, pallor, fever, edema, pruritus, contusion, cyanosis, hemorrhage*.
6. Distinguish between a subjective and an objective symptom.
7. Recognize the main abbreviations used on an assignment sheet.

**Before learning how to relate observations and precautions to diseases of the locomotor system (A):**

8. State the functions of bones, muscles, and joints.
9. Define the following terms: *spasm, curvature, arthralgia, functional disability*.
10. State the consequences of osteoporosis, rheumatism, arthritis, and tumours and traumas of the locomotor system.

**Before learning how to relate observations and precautions to diseases of the nervous system (B):**

11. State the main functions of the brain, the cerebellum, the medulla oblongata, the meninges, the spinal cord, and the nerves.
12. Define the following terms: *cephalgia, aphasia, ataxia, cognitive deficit, paralysis*.
13. State the consequences of epilepsy, encephalitis, cerebrovascular accident, multiple sclerosis, Alzheimer's disease, Parkinson's disease, and tumours.
14. Distinguish between psychosis and neurosis.

**Before learning how to relate observations and precautions to diseases of the cardiac and respiratory systems (C):**

15. State the function of the main components of the cardiac and respiratory systems.
16. Define the following terms: *cough, expectoration, apnea, dyspnea*.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to relate observations and precautions to diseases of the cardiac and respiratory systems (C): (Cont'd)**

17. State the consequences of the most common diseases of the respiratory and cardiac systems.

**Before learning how to relate observations and precautions to diseases of the digestive system (D):**

18. State the role of the main components of the digestive system.
19. Define the following terms: *constipation, diarrhea, vomiting, dyspepsia, anorexia, jaundice*.
20. State the consequences of the following diseases: gastroenteritis, gastrointestinal ulcer, appendicitis, peritonitis, hernia, hepatitis, diabetes, tumours.

**Before learning how to relate observations and precautions to diseases of the genital and urinary systems (E):**

21. State the role of the kidneys, the bladder, the urethra, the ureter, the vagina, the external organs, the testicles, and the prostate.
22. Define the following terms: *micturition, urinary retention, incontinence*.
23. State the consequences of urinary lithiasis, ptosis of the female genital organs and the bladder, and tumours.
24. Recognize the consequences of the main sexually transmitted diseases.

**Before learning how to relate observations and precautions to diseases of the skin and the sense organs (F):**

25. Describe briefly the function of the five senses.
26. Recognize the various layers of the skin.
27. Recognize the characteristics of healthy skin.
28. Recognize the warning signs of a decubitus ulcer.
29. State the consequences of glaucoma, cataracts, otitis, labyrinthitis, and sinusitis.

## MODULE 6: MOVING PEOPLE SAFELY

SESAME: 750453

Duration: 45 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must apply principles and techniques of moving people safely in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Working alone or with another person, depending on the action being carried out
- During hypothetical situations
- Using other students acting as patients in a health-care establishment
- Using the appropriate materials

#### GENERAL PERFORMANCE CRITERIA

- Accurate, clear explanations of actions to persons being moved
- Proper use of techniques
- Observance of rules of hygiene and safety
- Appropriate means used to obtain cooperation of persons being moved

#### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Relate moving techniques to specific situations.

#### SPECIFIC PERFORMANCE CRITERIA

- Appropriate choice of moving technique based on:
  - the patient's state and needs
  - the space available
  - the action being carried out
- Appropriate choice of equipment for the technique chosen

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

B. Execute the sliding technique.

- Proper placement of bed and sides
- Proper position of person's back and legs in preparation for moving
- Grasp of person being moved in proper place
- Gentle, enveloping, and secure grasp of person being moved
- Proper timing of moving
- Use of bed as counterweight

C. Execute the rolling technique.

- Proper placement of bed and sides
- Proper position of person being moved
- Proper position when grasping person being moved
- Moving carried out through transfer of weight

D. Execute the pivoting technique.

- Proper placement of bed and sides
- Grasp of person being moved in proper place
- Moving carried out through transfer of weight
- No twisting of spine

E. Execute lifting techniques with and without a drawsheet.

- Use of another member of the health-care team
- Proper placement of bed, sides, and pillow
- Grasp of person being moved in proper place, with and without drawsheet

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

**SPECIFIC PERFORMANCE  
CRITERIA**

E. Execute lifting techniques with and without a drawsheet. (Cont'd)

- Proper position of legs of person being moved
- Prior agreement on timing of moving
- Coordination of weight transfer
- Use of bed as counterweight

F. Execute the lifting technique in a wheel chair.

- Proper position of legs and torso of person being moved
- Proper position when grasping person being moved
- Use of chair as counterweight

G. Execute a transfer from wheel chair to bed or chair, using the technique of blocking the feet and knees of the person being moved with their own.

- Proper placement of wheel chair and locking of brake
- Proper position of arms of person being moved
- Use of person being moved or of chair as a counterweight, depending on the length of the move
- Appropriate movement of feet during parallel moving

H. Execute a transfer from bed to wheel chair, working in pairs.

- Proper placement of bed and sides
- Proper placement of wheel chair
- Proper position for moving a person through transfer of weight



## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

I. Use a patient lift.

- Use of another member of the health-care team
- Proper placement of canvas support
- Precautions taken with respect to chains
- Proper speed of moving
- Adequate explanations given to reassure person being moved
- Slow descent

J. Use a transfer board.

- Proper placement of board under person being moved
- Necessary precautions taken to ensure balance of load

K. Help a semi-autonomous person to walk without a device.

- Secure and enveloping grasp
- Proper position of helper
- Proper method of cushioning shock should person being moved fall

L. Help a semi-autonomous person to use various devices for moving.

- Proper adjustment of device according to person's size
- Good explanation given of proper position of person's body and limbs

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning the concepts or skills associated with the specifications:**

1. Review the role of the various components of the spinal column: vertebrae, intervertebral disks, ligaments, muscles, nerves.
2. State the factors that can cause back pain.
3. Define the following terms: *body mechanics, line of gravity, base of support, counterweight, transfer of weight.*
4. Describe the three phases of safe moving techniques: preparation, grasping, moving.
5. State the contra-indications to the use of the various techniques.
6. State the reason for warming up before executing moving techniques.
7. State the points that should be explained to patients to make them feel secure and elicit their cooperation during moving.
8. Describe devices used in moving, and state how they are used.



## MODULE 7: PROFESSIONAL ETHICS

SESAME: 750461

Duration: 15 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

#### EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to apply the rules of professional ethics.

#### SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the laws related to the exercise of the occupation.
- Be familiar with the requirements of the occupation in terms of professional behaviour.
- Evaluate their attitudes with respect to professional behaviour.

#### LEARNING CONTEXT

##### PHASE 1: Familiarization with Laws Related to the Exercise of the Occupation

- Working in small groups and taking notes, researching provisions applicable to nursing-care personnel in the following laws: *Act respecting health services and social services* (R.S.Q., c. S-5), *Charter of human rights and freedoms* (R.S.Q., c. C-12), *Mental Patients Protection Act* (R.S.Q., c. P-41), *Act to secure the handicapped in the exercise of their rights* (R.S.Q., c. E-20.1), *Youth Protection Act* (R.S.Q., c. P-34.1).
- Participating in class discussions of the obligations laid out in these laws and the consequences of a nursing attendant's failure to respect these obligations.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2: Familiarization with the Professional Behaviour to Adopt in the Exercise of the Occupation**

- Working in small groups, making a list of the professional behaviours that show respect for values and for the patients, as well as observance of the rules of confidentiality applicable in health-care establishments.
- In the same small groups, discussing the requirements of protocol related to the exercise of the occupation (e.g. conventions, rules of presentation, language, dress).
- Participating in class discussions of professionalism and rules of protocol related to the exercise of the occupation, and their impact on the welfare of patients, the smooth functioning of the health-care establishment, and their own working life.
- Viewing videos or attending a lecture on moral and religious issues that nursing-care personnel may have to confront in the exercise of their functions (e.g. euthanasia, therapeutic harassment, abortion, suicide, organ donation), and noting their impressions.
- Participating in a discussion of their thoughts on the video and on the appropriate professional behaviour in situations involving the issues discussed.

#### **PHASE 3: Evaluation of Their Aptitudes with Respect to Professional Behaviour**

- Making and submitting to the teacher a list of the professional behaviours which, for them, are easiest and hardest to adopt, working individually and referring to the notes taken in the previous activities, and indicating immediate measures they could take to improve in areas where weaknesses have been identified.
- Discussing their conclusions with the teacher.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Create a climate conducive to reflection.
- See that the reference material needed for the activities is available.
- Direct the research done by the small work groups so that only relevant topics are dealt with.
- Encourage discussion and individual expression.
- Provide simple and concrete examples in order to promote learning.
- Ensure that the students show respect for the opinions and values of others during discussions.
- Support the students' efforts to improve in areas in which weaknesses have been identified.

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Identify the provisions of each law affecting nursing-care personnel.
- Express themselves in class discussions.
- Make sure that they understand the potential consequences of failure to obey these laws.

#### **PHASE 2:**

- Participate in making the required list.
- Participate actively in the discussions.
- Express their views on professional behaviour and rules of protocol.
- Show interest in the presentations and take notes.
- Take part in the discussion.
- Show respect for the opinions and values of others.

#### **PHASE 3:**

- Carry out the required evaluation seriously and objectively.
- Discuss with the teacher the results of their self-evaluations and ways of improving themselves.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking the activities of Phase 1:**

1. Differentiate among a law, a decree, a regulation, and a code.
2. Define *professional responsibility* and *civil liability*.
3. Distinguish between the code of deontology and the code of professional ethics.
4. Compare the professional responsibility of the nursing attendant with that of other occupational groups in nursing care.
5. Explain why it is important to report any accident involving a patient of a health-care establishment, and state the procedure to follow.

## **MODULE 8: CARRYING OUT DAILY TASKS**

**SESAME: 750475**

**Duration: 75 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must **apply principles and techniques related to carrying out daily tasks** in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- During hypothetical situations
- Working individually or in teams, depending on the action being carried out
- Using a dummy or a subject acting as a patient of a health-care establishment
- Using the appropriate materials

#### **GENERAL PERFORMANCE CRITERIA**

- Validity of explanations provided for each technique
- Proper sequence of steps in general procedure
- Observance of rules of hygiene, asepsis, and safety
- Use of proper techniques for safe moving
- Observance of professional ethics
- Observance of principles of communication and teamwork



## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Follow procedures for hygiene and asepsis.

B. Execute techniques related to the bed.

C. Provide care related to hygiene and comfort.

### SPECIFIC PERFORMANCE CRITERIA

- Proper execution of the following techniques:
  - washing hands
  - putting on sterile gloves, gown, and mask, and removing them
  - disposing of contaminated materials
- Proper execution of the following techniques:
  - open bed
  - closed bed
  - occupied bed
  - post-operative bed
- Proper installation of alternating mattress
- Adjustment of bed in various positions
- Proper execution of the following techniques:
  - complete bed-bath
  - bath in bathtub
  - partial wash in bed or at sink
  - nail care
  - care of prostheses and orthoses
- Proper precautions taken for each technique
- Proper rubbing
- Proper positioning of patient in bed or chair according to the specific situation

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

D. Carry out tasks related to dressing.

- Choice of appropriate clothes for the situation
- Proper execution of dressing and undressing techniques according to the specific situation
- Appropriate help provided according to the specific situation

E. Carry out tasks related to feeding and hydration.

- Proper position of patient for meal
- Checking of contents of tray
- Proper feeding technique
- Accurate measuring of ingesta
- Proper use of scales for weighing patient

F. Carry out tasks related to elimination.

- Description of methods for promoting elimination
- Proper use of the following:
  - protective pants
  - urosheath
  - toilet
  - commode
  - bedpan
  - urinal
- Accurate measuring of excreta

G. Use restraining apparatuses.

- Application of principles and techniques for using restraining apparatuses

H. Participate in carrying out post-mortem tasks.

- Proper techniques used

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- I. Take part in setting up, maintaining, and taking inventory of various equipment and materials.

### SPECIFIC PERFORMANCE CRITERIA

- Proper setting up of traction equipment and accessories
- Proper verification of equipment and materials in accordance with their responsibilities
- Proper adjustment in accordance with technical specifications
- Appropriate choice of cleaning products for equipment
- Proper cleaning, disinfection, and sterilization techniques
- Proper setting up of room when a patient is admitted
- Accurate evaluation of quantities of materials to order in accordance with quotas
- Proper procedures used for requisition forms
- Verification of materials received
- Appropriate storage of equipment and materials

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to follow procedures for hygiene and asepsis (A):**

1. Review the various isolation techniques.
2. Recognize the symbols for sterile materials and isolation.
3. Indicate situations requiring the use of gloves, gown or mask.

**Before learning how to execute techniques related to the bed (B):**

4. Describe the different types of beds.
5. Recognize the materials needed to make a bed.
6. Describe the function of an alternating mattress.

**Before learning how to provide care related to hygiene and comfort (C):**

7. State the observations that should be made when giving a bath and providing other personal care.
8. Describe the safety measures related to personal hygiene care.
9. Describe personal hygiene care of the mouth, hair, and nails.
10. Describe common tasks in the care of prostheses and orthoses.
11. State the main causes of discomfort in patients.
12. Describe a functional position.
13. Recognize the equipment used to maintain persons in a functional position.
14. Describe the following positions: decubitus, seated, semi-seated, sloping.
15. List the factors conducive to sleep.

**Before learning how to carry out tasks related to dressing (D):**

16. Describe the difficulties involved in dressing and undressing patients.
17. State the factors to take into consideration in choosing clothes for patients.
18. State the types of fabrics that tend to cause perspiration and skin irritation.
19. State the precautions to take in order to deal with the most common problems in dressing and undressing patients, while taking into account their degree of autonomy.
20. Describe the different ways of marking clothing.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to carry out tasks related to feeding and hydration (E):**

21. Describe briefly the biological function of water.
22. Differentiate among the following diets: absolute, liquid, light, soft, low-calorie, low-sodium, low-fat, diabetic.
23. Compare the various weight measurements used in feeding, and provide their abbreviations.
24. Compare the various volume measurements used in measuring ingesta, and provide their abbreviations.
25. Describe the safety rules related to the feeding and hydration of patients.

**Before learning how to carry out tasks related to elimination (F):**

26. Describe briefly the mechanisms of micturition and defecation.
27. Describe means for ensuring elimination.
28. Explain the importance of following the instructions in a re-education plan.
29. State the observations to be made with respect to excreta.
30. State the safety measures related to elimination.

**Before learning how to use restraining apparatuses (G):**

31. Summarize the protocol regarding the use of restraining apparatuses.
32. Describe the various restraining apparatuses and the conditions for their use.
33. Relate the precautions involved in the use of restraining apparatuses to the circulation of the blood.

**Before learning how to participate in carrying out post-mortem tasks (H):**

34. Define the following terms: *autopsy, coroner, shroud, morgue*.

**Before learning how to take part in setting up, maintaining, and taking inventory of various equipment and materials (I):**

35. Review the disinfectant solutions generally used for cleaning equipment and the precautions related to their use.

## MODULE 9: OCCUPATIONAL HEALTH AND SAFETY

SESAME: 750482

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

#### EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to  
take precautions related to occupational health and safety.

#### SPECIFICATIONS

At the end of this module, the students will:

- Know the provisions of the *Act respecting occupational health and safety* that apply to health-care personnel.
- Be familiar with the hazards and preventive measures related to the exercise of the occupation.
- Know the procedure to follow in case of fire.
- Evaluate their behaviour with respect to prevention.

#### LEARNING CONTEXT

PHASE 1: Familiarization with the *Act respecting occupational health and safety*

- Listing the provisions of the Act related to the exercise of the occupation of nursing attendant, using reference documents and working in small groups.
- Participating in a class discussion of the occupational health and safety provisions listed by the small groups.
- Participating in a class discussion to make up a list of questions on the provisions of the Act affecting nursing-care personnel in order to prepare for a meeting with a prevention specialist.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 1 (Cont'd):**

- Attending the meeting, writing an individual report that includes their comments and a description of what they have learned, and submitting the report to the teacher.

#### **PHASE 2: Familiarization with Occupational Hazards and Their Consequences**

- Working in small groups, carrying out research in order to identify risk factors (chemical, biological, physical, mechanical, bio-mechanical, psycho-social) related to the exercise of the occupation as well as the codes used to identify hazards in health-care establishments; taking notes.
- Working in small groups, identifying hazards specific to surgical, hemodialysis, intensive care, emergency, psychiatry, oncology, pediatric, and obstetric units; taking notes.
- Viewing two videos, one on back pain and one on rehabilitation following a work accident; taking notes.
- Participating in a class discussion of occupational hazards, preventive measures that are the responsibility of the employer and those that are the employee's responsibility, as well as the individual, familial, and social consequences of occupational diseases, using notes taken throughout the activity.

#### **PHASE 3: Familiarization with Fire-Related Procedures in Health-Care Establishments**

- Attending a presentation by a resource person on the causes of fires in health-care establishments, ways of containing a fire, and procedures to follow in case of fire.
- Working in teams of two, inspecting the school for fire hazards and suggesting ways of improving safety.
- Participating in a class discussion of the results of their inspection and suggesting ways of correcting any dangerous situations encountered.
- Participating in a class discussion of the evacuation of people during a fire, referring to the evacuation procedure in a health-care establishment and to brochures.

## FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

### LEARNING CONTEXT

#### PHASE 4: Evaluation of Their Behaviour with Respect to Precautions

- Taking stock individually of their behaviour with respect to health and safety at home, in the car, and at school; noting ways of improving their behaviour in each situation; submitting their notes to the teacher.
- Presenting their self-evaluation to the class, participating in discussion, and answering the teacher's questions.

### INSTRUCTIONAL GUIDELINES

The teacher should:

- See that the reference material needed for the activities is available.
- Check in advance the availability of the resource persons invited to speak to the class.
- Warn the authorities about the presence of students in the corridors and tell them the purpose of the activity.
- Divide the class into small work groups before the activities.
- Determine in advance the duration of each activity and inform the students of it.
- Provide appropriate support to the students during small-group activities.

### PARTICIPATION CRITERIA

#### PHASE 1:

- Gather information on the provisions of the *Act respecting occupational health and safety*.
- Participate actively in discussions.
- Participate actively in preparing the meeting.
- Produce a report summarizing the meeting.

#### PHASE 2:

- Participate actively in the research.
- Participate actively in discussions.
- Show interest in the videos.



## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 3:**

- Show interest in the presentation and take notes.
- Participate actively in the activities.
- Participate actively in discussions.

#### **PHASE 4:**

- Submit the required individual report.
- Participate actively in discussions.
- Show interest in the presentations.

## **MODULE 10: PROVIDING CARE IN AN EXTENDED-CARE FACILITY**

**SESAME: 750507**

**Duration: 105 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will  
**provide care in an extended-care facility.**

#### **SPECIFICATIONS**

At the end of this module, the students will:

- Be familiar with the physical layout of the facility and the unit.
- Be familiar with the operation of the unit.
- Have provided care to patients with varying degrees of physical and mental disabilities.
- Evaluate their ability to work in an extended-care facility.

#### **LEARNING CONTEXT**

##### **PHASE 1: Familiarization with the Workplace**

- Attending an orientation session and learning about the establishment's physical layout, philosophy, and policies.
- Participating in a meeting with a health-care team, becoming familiar with the roles and responsibilities of each member, and meeting the nursing attendant to whom they have been assigned.
- Visiting the unit with the designated nursing attendant, the head nurse, and the teacher, in order to get an impression of the characteristics of the patients.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 1 (Cont'd):**

- Participating, with the teacher, in a meeting with the designated nursing attendants in order to familiarize them with the points to be evaluated during the practicum, and to provide them with the checklist previously created by the teacher for this purpose.

#### **PHASE 2: Introduction to Work with Semi-Autonomous Elderly People**

- Familiarizing themselves with the tasks by accompanying the designated nursing attendant through an entire working day.
- Participating in a meeting with the teacher, the head nurse and the designated nursing attendant in order to give their impressions of working with elderly people.
- Familiarizing themselves with the instructions on the assignment sheet of the patients for whom the designated nursing attendant is responsible, and cooperating with the nursing attendant in planning the tasks.
- Discussing, with the designated nursing attendant and the head nurse, the choice of the patient with whom they will work closely during the first week of the practicum.
- Assisting the patient chosen with his or her daily activities, while gradually assuming a greater share of the tasks of the designated nursing attendant.
- Carrying out an activity that will allow them to use their listening and communication skills with the patient chosen.
- Reporting their observations to the designated nursing attendant and the head nurse.
- Completing their checklist daily.
- Attending a meeting of the health-care team with the designated nursing attendant in order to understand the nursing attendant's role within the team.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2 (Cont'd):**

- Writing a journal which includes the following aspects: the characteristics of the patient chosen; how they feel towards and how comfortable they are with the patients assisted; their achievements and difficulties; their behaviour with patients, the designated nursing attendant and other members of the health-care team; their evaluation of the quality of their work and the time taken to carry out tasks; changes in their perceptions of working with elderly people.

#### **PHASE 3: Introduction to Work with People with Severe Functional Disabilities**

- Meeting, with the teacher, the nursing attendant to whom they have been assigned for the second part of the practicum in order to familiarize the nursing attendant with the objectives and evaluation criteria as outlined in the checklist previously prepared for this purpose.
- Attending the reporting, cooperating with the designated nursing attendant in planning the day's work, and taking notes.
- Accompanying the designated nursing attendant throughout the day, helping with tasks, and, with his or her assistance, choosing the patient they will be responsible for during the next two days; having the choice approved by the head nurse and the teacher.
- Providing the patient chosen with all the care required according to the assignment sheet.
- Completing their checklist daily, discussing it with the designated nursing attendant and teacher, and keeping their journal up to date.

#### **PHASE 4: Gradual Integration into the Health-Care Team**

- Discussing with the designated nursing attendant the choice of two more patients for whom they will gradually take responsibility.
- Attending the reporting, planning the tasks to be carried out for the patients chosen and having their plan approved by the designated nursing attendant and teacher.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 4 (Cont'd):**

- Providing the patients chosen with all the care required according to the assignment sheets, and participating in carrying out the tasks of the unit's nursing attendants.
- Reporting to the designated nursing attendant and the head nurse the results of the care provided and their observations concerning the patients chosen.
- Completing their checklist daily, submitting it to the teacher when so requested, and keeping their journals up to date.

#### **PHASE 5: Evaluation of the Practicum**

- Writing and submitting to the teacher a report on their practicum experience, based on their journal, the daily checklist, the comments of the team and the teacher, and covering the following: their overall impressions (e.g. patients, working relationships, tasks); work planning; easy and difficult aspects of the work; their ability to adapt; their behaviour in crises or emergencies; their attitude to comments and criticism; respect for the values and beliefs of others; respect of the patients' privacy and confidentiality; methods used to encourage or maintain the development of patients' autonomy; communication; their ability to assume their role within the health-care team; their level of autonomy; their observance of rules of safety and hygiene; their practical application of theory.
- Meeting with the teacher in order to compare their respective evaluations, and to discuss their strengths and weaknesses as well as ways to remedy any faults identified.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Arrange in advance for a resource person from the establishment to give the students a guided tour and to chair the information meeting.
- Make sure that the designated nursing attendants are willing to take part in the training and evaluation of the students.
- Make sure that the designated nursing attendants and the head nurse clearly understand what is expected of them, and provide them with the necessary support.
- Prepare before the practicum a checklist covering all the areas to be evaluated during the practicum; give a copy of this checklist to the students, the head nurse and designated nursing attendants at the appropriate time.
- See that the students complete their checklists and journals daily, and verify them.
- Discuss on a regular basis with the students their checklists and journals.
- Complete a checklist for each student on a regular basis.
- See that the choice of patients is balanced in terms of variety and severity of cases, and that the degree of difficulty of tasks increases gradually.
- Discuss throughout the practicum, with the student, the designated nursing attendant and the head nurse, the shortcomings and difficulties encountered, and help the students find ways of resolving their problems.
- Plan the evaluation meetings and compare the students' reports with the comments on his or her own checklist.

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Participate in the meetings.
- Show tact and concern for protocol and the rules of etiquette.
- Present the checklist to the designated nursing attendant.

## FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

### **PARTICIPATION CRITERIA**

#### **PHASE 2:**

- Participate in the meetings.
- Observe all the daily activities attentively.
- Show interest in the tasks to be carried out.
- Show tact and respect towards the patients.
- Participate actively in planning their tasks, taking into account the instructions on the assignment sheets.
- Make sure that the patients are chosen on the basis of their characteristics and affinities.
- Be attentive to the patient they are working with and show concern for his or her welfare.
- Be attentive to, and try to meet the needs of, all the patients in the unit.
- Try to gradually increase their participation in the team's activities.
- Show judgement in choosing and carrying out an activity with a patient.
- Show objectivity and judgement in the observations reported.
- Show interest during the meeting.
- Complete their checklist and journal in accordance with objectives.

#### **PHASE 3:**

- Make sure the designated nursing attendant understands what is expected of him or her.
- Show interest during the reporting and make an effort to contribute to the planning of tasks.
- Show judgement in the choice of the patient whom they will assist.
- Make an effort to effectively assist the designated nursing attendant.
- Show concern for the information on an assignment sheet when carrying out tasks.
- Complete their checklist and journal daily.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 4:**

- Show judgement and take into account the opinion of the designated nursing attendant when choosing patients.
- Show interest and tact during the reading of the daily report and take notes.
- Show interest in the patients and the tasks carried out, and show judgement in the choice of patient to assist.
- Take the patients' needs, the activities and the establishment's routine into account when planning their tasks.
- Show concern for carrying out tasks efficiently and well.
- Make a constant effort to observe rules of hygiene, safety and professional ethics.
- Try to apply the techniques they have learned to communicating in the workplace.
- Show concern for the welfare of patients and the maintenance of their autonomy.
- Show openness to criticism and accept advice from others.
- Try to gradually increase their working speed and their integration into the health-care team.
- Report their observations concerning the patients chosen.
- Complete their checklist and journal daily.

#### **PHASE 5:**

- Write a report on their experience during the practicum, covering all the points listed in the objective.
- Discuss their self-evaluation objectively with the teacher, and try to find ways of improving themselves.



## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking the activities of each of the phases:**

1. Explain what is meant by *semi-autonomous patient* and *patient with severe functional disability*.
2. Describe the role played by nursing attendants in an extended-care facility.
3. Review basic principles of teamwork.
4. Review the most common communication problems that can arise when dealing with the elderly or with persons with a functional disability.
5. Explain the importance of describing to patients the care given and activities carried out.
6. Describe the activities that can be carried out with the elderly or with persons experiencing a loss of autonomy as well as the criteria used to select these activities.
7. Describe ways of maintaining or encouraging the development of autonomy in the elderly or in persons with a functional disability.

## MODULE 11: FIRST AID

SESAME: 750492

Duration: 30 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

#### EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **provide first aid** in accordance with the following conditions, criteria and specifications.

#### CONDITIONS FOR PERFORMANCE EVALUATION

- Using the appropriate materials
- During hypothetical situations or simulations with a dummy or a subject playing the role of an injured person

#### GENERAL PERFORMANCE CRITERIA

- Reassurance of the injured person
- Collection of all relevant medical information
- Evaluation of symptoms and preceding events
- Observance of rules of safety and ethics
- Observance of general rules of asepsis
- Observance of contra-indications to any particular type of care

#### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

- A. Follow the general procedure for emergencies.

#### SPECIFIC PERFORMANCE CRITERIA

- Proper sequence of steps
- Accurate general evaluation of the situation

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

B. Follow the first-aid procedure for heart attack, cardiac arrest or respiratory failure.

C. Follow the first-aid procedure for changes in the state of consciousness.

D. Follow the first-aid procedure for suffocation or obstruction of the respiratory tract.

E. Follow the first-aid procedure for hemorrhage or shock.

### SPECIFIC PERFORMANCE CRITERIA

- Recognition of signs of heart attack, cardiac arrest and respiratory failure
  - Appropriate choice of technique according to the person's state and age
  - Proper use of the technique chosen
  - Appropriate justification for each action
- 
- Appropriate choice of care according to the degree of unconsciousness of the injured person
  - Appropriate position of the injured person according to his or her state
- 
- Recognition of signs of suffocation and obstruction of the respiratory tract
  - Appropriate choice of technique according to the injured person's state and age
  - Proper use of the technique chosen
  - Appropriate justification for each action
- 
- Recognition of signs of internal and external hemorrhage and shock
  - Appropriate choice of care according to the situation
  - Appropriate application of dressing according to the wound
  - Use of precautions related to contact with blood

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

### SPECIFIC PERFORMANCE CRITERIA

- |   |   |
|---|---|
| F. Follow the first-aid procedure for fractures, dislocations, sprains or perforating wounds. | <ul style="list-style-type: none"> <li>- Recognition of signs of fractures, dislocations, sprains, and perforating wounds</li> <li>- Appropriate choice of technique according to the type of injury</li> <li>- Proper use of the technique chosen</li> </ul>   |
| G. Follow the first-aid procedure for burns, chilblains or problems related to heat or cold.  | <ul style="list-style-type: none"> <li>- Identification of the different types of burns according to the causes of the burns and the layers of the skin affected</li> <li>- Recognition of signs of burns, chilblains and other problems related to heat and cold</li> <li>- Appropriate measures taken according to the type of problem, its seriousness and the state of the person</li> <li>- Proper use of technique</li> </ul> |
| H. Follow the first-aid procedure for poisoning.  | <ul style="list-style-type: none"> <li>- Recognition of signs of poisoning</li> <li>- Appropriate choice of action according to the type of poisoning and the state of the person</li> </ul>  |
| I. Follow the first-aid procedure for various health problems.                                | <ul style="list-style-type: none"> <li>- Recognition of signs of hypoglycemia, convulsions, hyperventilation and allergies</li> <li>- Appropriate choice of action according to the type of problem and its seriousness</li> </ul>  |
| J. Follow procedures for immediate moving and transportation of an injured person.            | <ul style="list-style-type: none"> <li>- Appropriate choice of technique according to the type of injury</li> <li>- Proper use of technique according to the type of injury and the state of the person</li> </ul>  |

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to follow the general procedure for emergencies (A):**

1. Define *first aid*, and state its goals and the legal principles involved.
2. Describe the specific aspects related to providing first aid in health-care establishments.
3. Describe the items in a first-aid kit and their use.
4. Describe safety measures to reduce the risk of contamination when giving first aid.
5. Describe the specific roles of various organizations in emergency situations.

**Before learning how to follow the first-aid procedure for heart attack, cardiac arrest or respiratory failure (B):**

6. Describe the cardiopulmonary resuscitation (CPR) technique with one or more first-aid workers, using a dummy of a baby, a child, or an adult.

**Before learning how to follow the first-aid procedure for changes in the state of consciousness (C):**

7. Describe the situation in which the lateral safety position is contra-indicated.

**Before learning how to follow the first-aid procedure for suffocation or obstruction of the respiratory tract (D):**

8. State the main causes of suffocation.

**Before learning how to follow the first-aid procedure for hemorrhage or shock (E):**

9. Make a ring bandage from a triangular bandage and state its uses.
10. Define *state of shock*.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to follow the first-aid procedure for fractures, dislocations, sprains or perforating wounds (F):**

11. Recognize different types of splints used to immobilize fractures and explain why they are used.
12. Describe the specific symptoms of fractures of the skull, spinal column, and ribs.
13. Make a cervical collar, using a triangular bandage.

**Before learning how to follow the first-aid procedure for burns, chilblains or problems related to heat and cold (G):**

14. Name the layers of the skin.
15. Describe aseptic measures specific to burns.

**Before learning how to follow the first-aid procedure for poisoning (H):**

16. List the main types of poisoning.

**Before learning how to follow the first-aid procedure for various health problems (I):**

17. Define the following health problems: *hypoglycemia, convulsion, hyperventilation, allergy.*

**Before learning how to follow procedures for immediate moving and transportation of an injured person (J):**

18. Make carrying devices, using the means at hand.
19. Recognize the risks related to moving a person with multiple traumas, and know the precautions to take.



## MODULE 12: PLANNING A JOB SEARCH

SESAME: 750511

Duration: 15 hours

### FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

#### EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to plan a job search.

#### SPECIFICATIONS

At the end of this module, the students will:

- Be familiar with the steps involved in planning a job search.
- Know how to prepare a résumé and a letter of introduction.
- Be familiar with the general procedure of a job interview.

#### LEARNING CONTEXT

##### PHASE 1: Familiarization with Job Search Procedures

- Participating in an information session on the steps involved in a job search.
- Discussing specific aspects of the job search in the field of health care (i.e. how to target establishments, kinds of jobs, job descriptions).
- Discussing the amount of time required for each step in the job search and how this time factor affects the job search plan.



## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2: Introduction to Preparing a Résumé and a Letter of Introduction**

- Analyzing models of résumés and letters of introduction, working in small groups.
- Participating in a class discussion of the contents and characteristics of résumés and letters of introduction as well as ways to present oneself to advantage in these sorts of documents.
- Preparing their own résumés and letters of introduction, working individually.
- Working in teams of three, evaluating the quality of the documents produced by members of the team, and submitting the evaluations to the teacher.

#### **PHASE 3: Participation in a Simulated Job Interview**

- Discussing the three phases of the interview (i.e. cordialities, exchange of information, and arrangements for follow-up) and the criteria employers use to evaluate candidates in interviews.
- Participating in a simulated job interview, and taking notes.
- Participating in a class discussion of the observations made and ways to improve the students' performance, in particular their own.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- Provide students with relevant reference material
- Encourage students to express their opinions.
- Encourage students to participate actively.
- Promote a serious and respectful attitude in group evaluation.
- Encourage self-criticism.
- Organize the simulation exercise and provide support to the students.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Show interest in the information provided.
- Participate in discussions.

#### **PHASE 2:**

- Examine carefully all reference material provided.
- Express their opinions in discussions.
- Show diligence in the preparation of their résumés and letters of introduction.
- Participate actively in the evaluation of the résumés and letters of introduction prepared.

#### **PHASE 3:**

- Participate in the activities.
- Express themselves clearly, using correct English.
- Make an effort to analyze the students' performance objectively.
- Note their observations.
- Make an effort to grasp the importance of attitudes and behaviour in their dealings with a potential employer.
- Take criticism well and seek ways of improving their performance.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking the activities in Phase 1:**

1. List sources of information and ways to facilitate the job search.

**Before beginning the activities in Phase 2:**

2. State the information that a résumé and a letter of introduction should contain.
3. List the documents that should accompany a résumé.
4. Explain the importance of using appropriate vocabulary and correct English in résumés and letters of introduction.

**Before undertaking the activities of Phase 3:**

5. Describe the preparation for a job interview.
6. State the elements to emphasize in a job interview.
7. Describe attitudes and behaviour to avoid in a job interview.
8. State the steps to take following a job interview.

## **MODULE 13: PROVIDING CARE IN A PSYCHIATRIC SETTING**

**SESAME: 750524**

**Duration: 60 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

#### **EXPECTED OUTCOME**

By participating in the required activities of the learning context according to the indicated criteria, the students will  
participate in providing care in a psychiatric setting.

#### **SPECIFICATIONS**

At the end of this module, the students will:

- Be familiar with the physical, material and human environment of the unit.
- Have had personal experience of a psychiatric unit.
- Have participated in the activities of a health-care team.
- Evaluate their experience.

#### **LEARNING CONTEXT**

##### **PHASE 1: Familiarization with the Practicum Setting**

- Becoming familiar with the physical characteristics of the premises (e.g. the various rooms and their specific uses, safety rules, emergency exits, supplies for emergencies) by means of a guided tour.
- Receiving basic information on programs in the unit (e.g. philosophy, characteristics of the patients, team structure, roles of team members, activities, role of the nursing attendant on each shift, meetings and communication of observations, protocol requirements).
- Meeting the staff of the unit and becoming familiar with their responsibilities, expectations, etc.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 2: Participation in the Unit's Tasks**

- Attending the reporting, and becoming familiar with instructions concerning the patients in the unit.
- Planning their work with the nursing attendant to whom they have been assigned, on the basis of information on the assignment sheets.
- Participating in the tasks carried out by the designated nursing attendant (e.g. monitoring; providing care related to hygiene and comfort; dressing and undressing patients, providing care related to feeding and elimination; accompanying patients during outings).
- With the cooperation of the health-care team and the teacher, choosing a patient to have personal contact with in order to learn how to relate to psychiatric patients.
- With the cooperation of the designated nursing attendant and taking into account the information on the assignment sheets, planning and carrying out a therapeutic or recreational activity with the patient chosen, and reporting their observations to the designated nursing attendant and the head nurse.
- Participating in all of the activities and tasks of the unit.
- Writing daily in a journal; describing the tasks carried out, the results of their work with the patient chosen (e.g. actions and reactions, feelings, observations, evaluation of the appropriateness of the activity chosen and of their own behaviour), observations on the patients as a group, precautions taken to prevent crises, their own behaviour in a crisis (if applicable), communication, observations on the health-care team.

#### **PHASE 3: Evaluation of Their Ability to Work in a Psychiatric Setting**

- Writing a self-evaluation report on their practicum, based on their journal and the observations of the health-care team and of the teacher, and covering the following: the tasks carried out, the quality of communication (e.g. listening, observation, transmission of information), availability, teamwork, emotional self-control in crisis situations, ability to put their knowledge into practice.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **LEARNING CONTEXT**

#### **PHASE 3 (Cont'd):**

- Submitting their report to the teacher, discussing it, and using it to plan their future career.

### **INSTRUCTIONAL GUIDELINES**

The teacher should:

- See that, before the practicum, the students are familiar with the information available on the establishment selected for their practicum.
- See to it that the head nurse is available to meet the students and provide them with basic information.
- Ensure that students can participate in a variety of tasks.
- Ensure that the students are given qualified support in choosing the patient they will work with and in planning the activity they will carry out with that patient.
- Encourage the students to note their observations as they work, in order to help them write their journal and contribute to the assignment sheet.
- See that the students use their journal intelligently and help them take stock of their experience.
- Ensure that the team and the designated nursing attendants provide the students with appropriate support.
- Follow the students through their learning.

### **PARTICIPATION CRITERIA**

#### **PHASE 1:**

- Show interest and tact.
- Show concern for protocol and rules of etiquette.

## **FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE**

### **PARTICIPATION CRITERIA**

#### **PHASE 2:**

- Attend and show interest in the reporting.
- Participate actively in the planning.
- Show willingness to carry out work with the patients and the members of the health-care team.
- Show flexibility in adapting to the unexpected situations that arise in psychiatric care.
- Participate actively in the choice of the patient they will work with.
- Show concern for the state, tastes, and needs of the patient when choosing the activity to carry out.
- Make an effort to communicate appropriately during the activity and to keep sight of the purpose of the activity and the patient's involvement in it.
- Be objective in the observations reported.
- Cover the topics suggested when writing their journal.

#### **PHASE 3:**

- Take into account the objectives.
- Make an effort to apply the rules of written communication.
- Discuss their self-evaluation report with the teacher.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking the activities in each of the phases:**

1. Prepare for the shock of experiencing the psychiatric setting for the first time.
2. Describe the physical features of psychiatric hospitals in Québec.
3. Review the general attitudes and behaviour to adopt in a psychiatric setting.
4. Recall the importance of give-and-take in communication in a psychiatric setting.
5. Explain the importance of approaching psychiatric patients in an appropriate way in terms of language and tone of voice, gaze, movements and physical contact, posture, step, interpersonal space, and emotional self-control.
6. Establish a link between the effect of medication or treatment and the behaviour of patients in a psychiatric setting.
7. Review the nursing attendant's obligations with respect to confidentiality and the legal rights of patients.
8. State the advantages of noting their observations throughout the day.



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## **MODULE 14: PROVIDING CARE IN A GENERAL AND SPECIALIZED HOSPITAL**

**SESAME: 750535**

**Duration: 75 hours**

### **FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE**

#### **EXPECTED BEHAVIOUR**

To demonstrate the required competency, the students must **provide care in a general and specialized hospital** in accordance with the following conditions, criteria and specifications.

#### **CONDITIONS FOR PERFORMANCE EVALUATION**

- Working in units other than extended-care, psychiatry, or geriatrics, and preferably in medical or surgical units
- Working with several patients
- Working alone or in teams, depending on the task carried out
- Using the appropriate materials

#### **GENERAL PERFORMANCE CRITERIA**

- Priority placed on patients' needs when carrying out tasks
- Conformity with protocols, established procedures, and the assignment sheet
- Appropriate explanations provided for each action taken
- Observance of rules of asepsis, hygiene, and safety
- Application of principles and techniques of communication and teamwork
- Observance of rules of professional ethics
- Patients' autonomy respected and appropriate stimulation provided (if applicable)
- Application of the principles and techniques of safe moving
- Proper execution of techniques
- Efficiency in providing care
- Economical use of materials
- Warmth shown in relationships with patients
- Sense of responsibility, spirit of cooperation, and self-critical attitude

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Plan their work.

B. Provide care related to patient hygiene and comfort.

### SPECIFIC PERFORMANCE CRITERIA

- Conformity with the assignment sheet, the reporting, and verbal instructions
- Setting of priorities according to patients' needs, examination or treatment times, and other constraints related to the establishment's routines
- Appropriate approach to patient
- Proper preparation of equipment and materials for the activity
- Giving of all care required by patient's state
- Respect for patient's privacy and modesty
- Appropriate conversation with patient
- Appropriate choice of moving technique according to patient's state and instructions received
- Proper position of patient
- Use of appropriate materials to ensure patient's comfort according to patient's state
- Use of appropriate means to promote relaxation and rest
- Placing of objects needed within patient's reach
- Appropriate observations reported on patient's skin and general behaviour

## FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

### SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

C. Help the patient at mealtime.

### SPECIFIC PERFORMANCE CRITERIA

- Proper position of patient according to his or her condition or preference
- Proper verifications made
- Appropriate help according to patient's condition
- Observance of restrictions and instructions with respect to quantities, if any
- Accurate and appropriate observations recorded

D. Help the patient with elimination.

- Appropriate measures taken to promote elimination
- Use of appropriate method for patient's condition, in accordance with instructions regarding the measurement of excreta or the taking of samples for analysis
- Respect for patient's privacy
- Appropriate observations recorded on quantity and quality of elimination
- Proper cleaning of equipment used and of premises

E. Respond to patients' needs.

- Proper rounds made regularly to monitor:
  - patients' comfort
  - safety
  - observance of instructions regarding hydration
- Speed of response in keeping with priorities and their availability
- Reporting of any relevant observation or any request outside their jurisdiction

**FIRST-LEVEL OPERATIONAL OBJECTIVE  
BEHAVIOURAL OBJECTIVE**

**SPECIFICATIONS OF THE EXPECTED  
BEHAVIOUR**

F. Participate in the reception, transfer, and departure of the patient.

**SPECIFIC PERFORMANCE  
CRITERIA**

- Proper preparation of the unit for patient's arrival
- Observance of rules of etiquette
- Appropriate assistance to patient:
  - orientation
  - undressing
  - storage of personal effects
- Use of appropriate means of transport in transfer or departure, according to patient's state

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before undertaking the activities in each of the phases:**

1. Become familiar with the physical and human organization of the units.
2. Become familiar with the establishment's emergency procedures and fire prevention measures.
3. Review the most common diseases encountered in medical units.
4. Describe the specific features of medical and surgical units with respect to materials and equipment.
5. Explain why aseptic measures are important in surgery.
6. Describe the qualities needed to provide care in medical and surgical units.
7. Become familiar with the objectives and requirements of the practicum.

**Before learning how to plan their work (A):**

8. Review the importance of reading the information on the assignment sheet at the beginning of a shift.
9. Review the principles of good planning.

**Before learning how to provide care related to patient hygiene and comfort (B):**

10. List the information to obtain before providing a patient with care.
11. Review concepts in communications and ethics related to basic care.
12. Review the complications that may arise from negligence in providing basic care.
13. Review the measures to take when providing care related to hygiene in order to protect patients and nursing attendants from the most common communicable diseases.
14. Review the importance of applying principles and techniques of safe moving of patients in order to protect patients and nursing attendants.

## SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

**Before learning how to help the patient at mealtime (C):**

15. State the verifications to carry out and the precautions to take to make it easier for the patient to eat without assistance.
16. Review safety measures related to meals.
17. State the observations that should be made with respect to ingesta.

**Before learning how to help the patient with elimination (D):**

18. Review the means used to promote elimination.
19. Review hygiene and safety measures related to elimination.
20. Review the observations that should be made with respect to excreta.

**Before learning how to respond to patients' needs (E):**

21. Describe the various ways of ascertaining the needs of patients who are unable to speak.
22. Explain the importance of being attentive to calls and requests from patients.
23. Review the nursing attendant's responsibilities with respect to monitoring rounds.
24. Review the importance of properly monitoring patients' hydration.
25. Review the information that should be provided following monitoring rounds.

**Before learning how to participate in the reception, transfer, and departure of the patient (F):**

26. Describe the preparation of the unit for a new patient.
27. Describe the nursing attendant's role in the arrival of new patients.
28. Describe the kind of help given at the patient's arrival, according to the patient's state.
29. Describe the specifics of the transfer or departure of patients.

